

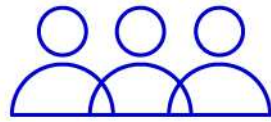
# Teaching in and for plurilingualism in the 21st century

A resource for teachers and teacher educators

**Emilee Moore**







K O N E C T

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# **Teaching in and for plurilingualism in the 21<sup>st</sup> century**

A resource for teachers and teacher educators

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## Introduction to the KONECT Teaching Materials M. Dooly

There has been considerable talk about the future of research and practice in education. Occasionally the discourse tends to the euphoric, sometimes it strays more to the dystopic. Public debates often explore how educators can and should meet society's demands in the globalized, interconnected geopolitical situations of today. Voiced concern about learners (as future 'global', 'digitalized' citizens) regarding what skills and competencies that they must have and what knowledge they are constructing (or not), both formally and informally, are prevalent in frequent public debates. However, no matter where one stands on the issues of debate, there is a general consensus that education will be transformed in the next decades in order to accommodate the rapid technological, sociopolitical, geographical, and environmental changes the world is experiencing, not to mention the many changes on the human level that we all live on a daily basis.

Of course society –and subsequently education– have always undergone continual change. Nonetheless, the past decades have brought about an almost vertiginous sense of change. Twenty years ago Appaduari (1996) described these changes in model of 'transcultural flows' that theorizes five different domains of transcultural movements: ethnoscapas (involving flow of people); mediascapas (flow of information); technoscapas (flow of technology); finanscapas (flows of finance); and ideoscapas (flow of ideology or ideas). These changes have an impact on how the world is perceived: for milleniums social life was largely inertial; traditions marked and influenced learning and individuals perceived a relatively finite set of possibilities for their future.

Now education must find a way to encompass, address and embrace all of these shifting 'scapes'. This can be disconcerting. As the online journal 'Education Week'<sup>1</sup> has pointed out, "When it comes to predicting the future of work, top economists and technologists are all over the map". And faced with this uncertainty, teachers, administrators and policy makers inevitably feel consternation and anxiety. Educational research, carried out in conjunction with teachers and students, can provide key answers to how to shape the future of learning.

The KONECT<sup>2</sup> project (EDU2013-43932-P) set out to gather and analyze innovative approaches to education in primary and secondary education in

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<sup>1</sup> <https://www.edweek.org/ew/articles/2017/09/27/the-future-of-work-is-uncertain-schools.html>

<sup>2</sup> Knowledge for Network-based Education, Cognition & Teaching (KONECT). Funded by the Spanish Ministry of Education, Culture & Sports (KONECT) and the Spanish Ministry of Economy, Industry & Competitiveness (KONECT). Funded by the Spanish Ministry of Economy, Industry & Competitiveness: Proyectos I+D del Programa Estatal de Fomento de la Investigación Científica y Técnica de Excelencia, Grant number: EDU2013-43932-P); 2013-2017 (grant extended to March 2018). Principal Investigator: Dr. Melinda Dooly, Universitat Autònoma de Barcelona. <https://www.konectproject.com>



several countries in order to draw up guidelines and teaching materials that are based on transnational, technology-enhanced, multilingual, interdisciplinary and issue-based teaching and learning. These materials are compiled in this set of teaching modules. The modules can be used as stand-alone materials or as whole sets and range across a wide array of themes and approaches, with the nexus of a focus on preparing students of today with some of the required competences for tomorrow (or to repeat a now familiar phrase, preparing them with 21<sup>st</sup> century competencies).

The modules do not follow a set format given that the subjects are very diverse and do not necessarily have to be addressed in a similar fashion. Moreover, in a nod to one of the recognized 21<sup>st</sup> century competencies; creativity, we have opted to allow each of the teacher/author's 'voice' and personality to come through in the texts. And of course, these materials are aimed as guides, not as top-down models of how these topics should be dealt with in different classes around the world.

In the spirit of knowledge-sharing, the materials are open educational resource and are available in at least two of these four languages: English, Spanish, Catalan and Chinese (choice made by the individual authors). We hope that other teachers around the world find them useful for their own contexts and we would enjoy hearing about how others have used these materials in their own classrooms.<sup>3</sup>

Dr. Melinda Dooly  
Universitat Autònoma de Barcelona

Reference:

Appadurai, A. (1996). *Modernity at large: Cultural dimensions of globalization*. Minneapolis: University of Minnesota Press.

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<sup>3</sup> Feel free to contact the lead researcher of the KONECT Project at [projectkonect@gmail.com](mailto:projectkonect@gmail.com)

## **Modules in the KONECT Teaching Materials**

Module 1: Teaching critical digital literacy to combat fake news. A resource for teachers and teacher educators. Ron Darvin, University of British Columbia

Module 2: Teaching in and for plurilingualism in the 21st century. A resource book for teachers and teacher educators. Emilee Moore, Universitat Autònoma de Barcelona

Module 3: Fan fiction for 21st century language and literacy development. A resource book for teachers and teacher educators. Shannon Sauro, Malmö University

Module 4. Educational proposals to work and reflect on gender identities, gender diversity and gender equality. A resource book for teachers and teacher educators. Claudia Vallejo and Laura Giménez, Universitat Autònoma de Barcelona

Module 5. Emergent information gap tasks for language classrooms. A resource book for teachers and teacher educators. Ufuk Balaman, Hacettepe University

Module 6. A proposal for 21st century education: An introduction to dual language book reading. A resource book for teachers and teacher educators. Rahat Zaidi, University of Calgary

Module 7. Co-creating language learning journeys: A designerly approach to supporting experiential language learning practices. A resource for teachers and teacher educators. Brendon Clark and Nicholas B. Torretta, Umeå Institute of Design, Umeå University

## **Introduction to the module**

### **E. Moore**

#### **Plurilingualism: A 21<sup>st</sup> century competence**

The sociolinguistic complexity that is experienced at present across the globe is well documented in the academic literature and elsewhere. This complexity includes 'historical' or 'autochthonous' plurilingualism, plurilingualism resulting from demographic mobility, and transformations in the ways we communicate as a result of digital technologies (Appadurai, 1996; Castells, 1996; Blommaert 2010; Blommaert & Rampton, 2011). In 21<sup>st</sup> century urban regions, besides official languages, hundreds of others are spoken as a result of the globalisation of capital, economic migration, armed conflicts, tourism and student mobility, among other movements (e.g. for the case of Catalonia, where the author of these materials is based, see Nussbaum, 2005). Furthermore, generalised access to massive and global means of interaction has transformed our way of thinking about mobility and offers new possibilities for using and developing plurilingualism in both local and delocalised spaces. This 21<sup>st</sup> century sociolinguistic diversity has been referred to as superdiversity (Vertovec, 2007).

In this context, educational institutions, and the community more generally, face the enormous challenge of educating the school population in dynamic forms of plurilingualism allowing active participation in an inter-connected and ever-changing world. Children and young people not only have to learn to mobilise their communicative resources appropriately in face-to-face interactions, but also across multiple platforms and formats, integrating diverse languages and other semiotic systems (Dooly, 2010a; Vallejo & Moore, 2016; Dooly & Vallejo, 2018; Moore & Vallejo, 2018). Teachers in the 21<sup>st</sup> century also need to be capable of educating creatively, critically and in socially just ways, in complex interactional environments (Schleicher, 2012; Ross, Dooly, & Hartsmar, 2012), in order to take advantage of the communicative repertoires of students, their families and of their surroundings, for developing school linguistic competences. This resource book aims to share with readers some insights into why and how educators might prepare current and future teachers in and for plurilingualism.

Continuing to talk about plurilingualism, almost two decades since it was established as an educational goal in proposals such as the Common European Framework of Reference for Languages (Council of Europe, 2001, 2018), is a significant endeavour for those of us interested in language knowledge and use, in and for the 21<sup>st</sup> century, for several reasons. Firstly, plurilingualism is an area of scholarship that bridges and contributes both to the field of language education, and to the language sciences more generally. Secondly, plurilingualism as an object of knowledge is under constant construction, in the sense that the linguistic composition of our society, and the ways language is used, are constantly changing. Thirdly, plurilingualism is an issue that is not only important to researchers, but also for people in their everyday lives, for teachers and students in all subject areas, for policy makers, etc. Finally, plurilingualism is a field in which in-service and future teachers, together with their students, may become researchers themselves (see, for example, Masats & Unamuno, 2001;

Unamuno & Masats, 2010; Nussbaum 2017), thereby participating in critical reflection about teaching practices and language policies, and coming up with innovative proposals for schooling improvements.

The resource book will be of interest to teacher educators, current and future teachers, educational authorities, and other members of society interested in understanding plurilingualism and plurilingual education. It includes a balance of theoretical reflections and examples of materials created for teacher development programs both by the author and by colleagues from the *Grup de Recerca en Ensenyament i Interacció Plurilingües*, in transferring knowledge constructed as part of the project *Knowledge for Network-based Education, Cognition & Teaching (KONECT)*. The focus is at times on Catalonia, where the author is based and where the materials were first implemented, although the contributions should be transferrable to other contexts.

The volume is structured into three sections following this introductory chapter. Firstly, the social and linguistic complexity of the schools that our teachers teach in is described. This is the section that is most contextually specific, although similar scenarios are likely found elsewhere. Secondly, different ways of understanding plurilingualism will be focused on. Thirdly, an understanding of a didactics of plurilingualism, adapted to the realities of speakers and their surroundings, will be developed.

## Language and superdiversity in 21<sup>st</sup> century schools

In Catalonia, where the author and collaborators of this resource book work, linguistic issues are of great relevance to people in their everyday lives. It is not strange to open the newspaper and find stories that speak of the challenges and opportunities that the linguistic diversity of our society brings us. There is fairly broad social consensus about the importance of guaranteeing bilingualism in Spanish and Catalan, while Catalan is afforded a special role as Catalonia's 'own language' (Departament de Didàctica de la Llengua i la Literatura i de les Ciències Socials, 2018)<sup>4</sup>. As in many other parts of the world, there is also a common-sense discourse according to which the knowledge of foreign languages, and in particular English, is symbolic capital for the future employment of young people (Flors Mas, 2013; Garrido & Moore, 2016), and for the vitality of a small region that is globally connected. Phenomena such as immigration or digital technologies, and their impact on language knowledge, use and education, are also part of public debate.

According to recent data and different studies (Departament d'Ensenyament, 2015; Dooly & Vallejo, 2009a, 2009b; GELA, 2016; IDESCAT, 2014; Pujolar, González & Martínez, 2010; Vila & Siqués, 2013; Pujolar & Puigdevall, 2015; Unamuno 2011), in Catalonia, more than 300 languages and varieties are spoken or signed, from very diverse linguistic families, both in face-to-face interaction and in encounters mediated by digital technologies. In this context, Catalan (and Aranese, also an official language spoken in Val d'Aran) continue to be a minority language, both in terms of the number of speakers that identify it as their first language of socialisation, and because it is not present in all everyday situations. For example, it is still difficult to see a movie in Catalan at the cinema, or to be tried at court in that language. Regarding schools, although Catalan is the vehicular language for the majority of teaching, at least in primary education, Spanish is dominant in some parts of the region outside the classroom. Latin American varieties of Spanish, Darijah, Romanian, Tamazight and Chinese are among the most widely spoken languages by the school population, in addition to Catalan and Peninsular Spanish. All of this makes Catalonia a living laboratory for those interested in linguistic diversity, as the teachers in our schools should be.

### **Figure 1. A first look at linguistic diversity in Catalonia**

1. More than 300 oral and signed languages and varieties are use in face-to-face and digital interaction.
2. Catalan (and Aranese) continues to be a minority language.

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<sup>4</sup> The concept of *llengua pròpia* is both a political and legal one in Catalonia. It has also been translated into English as "autochthonous language" in policy documents.

3. Approx. 15% of the school population has foreign nationality and 10% of the population aged 2-14 years have initial languages other than Catalan and Spanish.
4. Latin American varieties of Spanish, Darijah, Romanian, Tamazight and Chinese are among the most widely spoken languages by the school population, in addition to Catalan and Peninsular Spanish.
5. Catalan is the vehicular language of education, but there are important differences in terms of classroom uses in primary education and secondary education.
6. Spanish is often students' main language of socialisation outside the classroom.

Sources: Departament d'Ensenyament (2015), Dooly & Vallejo 2009a, 2009b, GELA (2016), IDESCAT (2014), Pujolar, González & Martínez (2010), Vila & Siqués (2013), Pujolar & Puigdevall (2015), Unamuno 2011

Similar sociolinguistic diversity is found in many regions of Europe and of the globe. These superdiverse contexts in which we teach and learn afford a rich setting for exploring linguistic diversity and plurilingualism. However, often behind this wonderful snapshot of diversity, we also find evidence of linguistic inequalities that are important to highlight, and to develop an understanding of, in our work as and with teachers and students. As Piller (2016, p. 14) writes:

In linguistically diverse societies, injustices arise because the ways in which people communicate are valued differently. The language practices of those who are disadvantaged in other ways – because of their legal status, their gender, their race or their class – are usually the ways of speaking that are least valued, and thus language becomes one aspect of cumulative disadvantage in diverse societies.

In Catalonia, for example, the standardised tests given to children and adolescents show year after year that students from immigrant backgrounds, who are also usually among the poorest and most plurilingual students in our school system, obtain worse results than their local peers (Bonal, Castejón, Zancajo, & Castel, 2015). Secondly, in our context, there are very few publically supported initiatives aimed at the maintenance and enrichment of family languages different from those taught in public schools. The only 'foreign' languages taught in public schools, and that count for university access, are English, French, German and Italian. Thirdly, linguistic and cultural diversity amongst students, especially in cities, tends to be concentrated in public schools in certain neighbourhoods, which tend to be the poorest, and which receive little public investment (Consell Superior d'Avaluació del Sistema Educatiu, 2015; Consorci d'Educació de Barcelona, 2015).

**Figure 2: A more critical look at linguistic diversity in Catalonia**

1. Standardised tests (e.g. PISA), which value monolingual competences (i.e. what students can do in one language), show inequalities in language results; the most financially disadvantaged students and those of foreign nationality have lower results.
2. There are very few public initiatives for the maintenance and enrichment of competences in languages of origin.
3. The only 'foreign' languages that are taught in schools and that are valid for university access are English, French, German and Italian.
4. Poorer areas of cities like Barcelona (the capital of Catalonia) are also those with more students of immigrant background concentrated in public schools.
5. Public spending on education in Catalonia is below the Spanish and European Union averages in relation to GDP.

Sources: Bonal et al. (2015), Consell Superior d'Avaluació del Sistema Educatiu (2015), Consorci d'Educació de Barcelona (2015)

This section concludes with three sets of materials that offer examples of how linguistic diversity might be approached in teacher education, although the materials could also be adapted for other educational levels. The first set of materials involves an exploration of what is referred to as the linguistic landscape. For this project, which will typically last several weeks or a whole term, teachers will need to set up a blog in advance for students to add their contributions to. The second set of materials invites students to conduct ethnographic research into the sociolinguistic context and to produce a fieldwork journal and final report. The third second set of materials guides the production of video documentaries in relation to the sociolinguistic environment of schools.

In section 2 of this resource book, materials are proposed that take issue with educational and linguistic inequalities and prompt reflection on how to act for more socially just language education (set 6).

## Materials Set 1: Linguistic Landscapes



Authors: Emilee Moore

### *A collaborative blog*

This project involves collaboratively blogging in order to collect reflections on the semiotic world that surrounds us. Contributions to the blog will be accompanied by photographs and other creative resources, inspired by work on *linguistic landscapes* in sociolinguistics and the *Photovoice* method from critical and participatory education.

We will pay special attention to how languages are used in public spaces, as they can tell us a lot about the sociolinguistic dynamics of the places we inhabit. This is essential to take into account when we think about how we are socialised linguistically into our worlds, how our plurilingual repertoires are publicly valued or otherwise. Our linguistic surroundings are also a very powerful educational resource for developing activities within and beyond classrooms. As you participate in this project, think about the meaning of what you observe around you in relation to what you already know and are currently learning about linguistic diversity and plurilingualism, and try to relate what you see to what you know.

The dynamic and gradually developing sub-area of sociolinguistics known as linguistic landscapes (LL) generally refers to the study of the visible and audible representation of multiple languages in public space and contemporary life. It attempts to capture and comprehend the history, motives, uses, causes, ideologies, varieties and conflicts of diverse forms of language as they are displayed in public spaces of the physical environment. LL research is anchored in a variety of theories, methodologies and frameworks, from economics, politics and sociology, to linguistics and applied linguistics, literacy studies, education, cultural geography and the law.

To know a bit more about the study of linguistic landscapes, watch the following video featuring Luisa Martín Rojo (10 minutes, in Spanish, with subtitles in English):





## **Madrid Multilingüe: Lenguas pa' la Citi Multilingual Madrid: Languages for the City**

<https://www.youtube.com/watch?v=xqzubnfFr9w>

Photovoice is a participatory education and research methodology developed by Caroline C. Wang and Mary Ann Burris (Wang & Burris, 1997). It consists in telling stories through photography, adopting a critical perspective to read behind images.

The Photovoice technique consists in capturing images and reflecting on them using questions such as the following:

- What do you see in the photo?
- Why did you take this picture?
- What is the picture really about (i.e. what is the real issue)?
- How does it relate to our lives?
- Why does this issue exist?
- What can we do about it?
- How can we use this image to educate others?

### **Instructions**

This project involves:

1. Being aware of the linguistic landscape around you.
2. Taking photos that 'speak to you', in relation to what you already know and are learning about linguistic diversity and plurilingualism. If you prefer making your own drawings to taking photos, go ahead and draw! If you find an interesting video on the Internet, feel free to share! The idea is to be creative and reflexive.
3. Add your photos (or drawings, videos, etc.) and your reflections to our blog. You should contribute to the blog regularly throughout the project.
4. Read, reflect and comment on your peers' contributions to the blog.

### **Step 1: Take photos (draw, find recordings, etc.)**

Throughout the project, you should photograph (draw, collect video) the public language uses public in the town where you live, the places you go to, etc.

### **Step 2: Upload materials and reflections to a blog**

Follow the instructions given to you by your teacher to upload your contributions for all to see.

### **Step 3: Comment on your peers' contributions**

Follow the instructions given to you by your teacher to comment on your peers' work. Think about concrete action you could take to make changes if there is anything you do not feel comfortable with.

### **Recommended reading**

- Dagenais, D., Moore, D., Sabatier, C., Lamarre, P. & Armand, F. (2009). Linguistic landscape and language awareness. In E. Shohamy & D. Gorter (Eds.), *Linguistic landscape: Expanding the scenery* (pp. 253-269). New York: Routledge.
- Gorter, D. & Cenoz, J. (2014) The linguistic landscapes inside multilingual schools. In B. Spolsky, M. Tannenbaum, & O. Inbar (Eds.), *Challenges for language education and policy: Making space for people* (pp. 151-169). New York: Routledge.
- Unamuno, V. & Patiño, A. (2017). Producing knowledge about plurilingualism with young students: a challenge for collaborative ethnography. In E. Moore & M. Dooly (Eds.), *Qualitative approaches to research on plurilingual education / Enfocaments qualitatis per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe* (pp. 129-149). Dublin, Ireland/Voillans, France: Research-publishing.net. Retrieved from: <https://doi.org/10.14705/rpnet.2017.emmd2016.625>
- Wang, C. & Burris, M. A. (1997). Photovoice: Concept, methodology and use for participatory needs assessment. *Health Education & Behaviour* 24(3), 369-387.

## Materials set 2: Researching the linguistic ecology



Author: Emilee Moore

### *Linguistic ethnographic fieldwork*

Ethnography is one of the different research methods available for studying the sociolinguistic realities of our society and educational spaces. Through the ethnographer's observation of, and participation in, the social life of a particular group or place, ethnographic research provides an *ecological approach* that seeks dialogue between different points of view and the voices of ordinary people, the ethnographer and theory. In this regard, one of the strengths of ethnographic research is that it allows what is known as an *emic perspective* on the places and practices that are the object of study. That is, the ethnographer seeks an internal perspective on what they observe.

### **Instructions**

Observe the linguistic diversity and plurilingual uses in your environment in an ethnographic way for two weeks – focusing on written and oral uses, as well as communication that takes place through other modalities (e.g. sign languages, image). Try to interpret the internal logic of what you observe. If you have access to a day-care centre, preschool, primary school, high school, library, youth club, language school or another learning environment, it would be very interesting to include them. The observations should be collected in a field diary, which may follow the template below. Be careful to separate objective descriptions of what you see, from your interpretations and reflections, as you start out.

Read Codó, Patiño-Santos and Unamuno (2012), Copland and Creese (2015) and Corona (2017) to learn more about doing linguistic ethnography. Read Dooly, Moore and Vallejo (2017) if you have questions about research ethics.

You should bring your observations to class to share with your peers throughout the process. Your conversations will enrich your field journal.

Finally, prepare an oral presentation to explain your most interesting ethnographic findings to the class and to other people who would be interested.

### **FIELD JOURNAL TEMPLATE**

[Date]

[Description]

This is for describing the interesting linguistic events you observed during the day as accurately as you can. Take a 'who, what, when, where, why, how' approach and try to stick to 'facts' to create a written snapshot of what

happened. This includes noting direct quotes and snippets of conversations, photos you took, etc.

#### [Interpretations]

Here you make informed guesses about the meaning of what you have described, by referring to other observations, theory, your experience, etc.

#### [Reflections]

In this space you reflect on your observations and interpretations by referring, for example, to your feelings about what you've observed and to the conversations you have had with your peers. You can also make plans for future observations.

### **Recommended reading**

- Codó, E., Patiño Santos, A., & Unamuno, V. (2012). Hacer sociolingüística etnográfica en un mundo cambiante: Retos y aportaciones desde la perspectiva hispana. *Spanish in Context* (9) 2, 167–190.
- Copland, F. & Creese, A. (2015). Linguistic ethnography. In F. Copland & A. Creese (Eds.), *Linguistic ethnography: Collecting, analysing and presenting data* (pp. 13 - 27). London: Sage.
- Corona, V. (2017). An ethnographic approach to the study of linguistic varieties used by young Latin Americans in Barcelona. In E. Moore & M. Dooly (Eds.), *Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe* (pp. 170-188). Dublin, Ireland/Voillans, France: Research-publishing.net. Retrieved from: <https://doi.org/10.14705/rpnet.2017.emmd2016.627>
- Dooly, M., Moore, E. & Vallejo, C. (2017). Research ethics. In E. Moore & M. Dooly (Eds.), *Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe* (pp. 351-362). Dublin, Ireland/Voillans, France: Research-publishing.net. Retrieved from: <https://doi.org/10.14705/rpnet.2017.emmd2016.634>

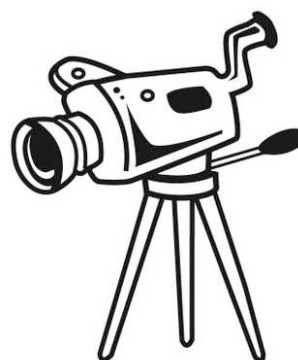
## Materials set 3: Sociolinguistic reporters



Authors: Dolors Masats, Emilee Moore and Luci Nussbaum

### *A video documentary*

This project involves doing original sociolinguistic research (e.g. filming places, conducting interviews) and producing a video documentary about an aspect related to linguistic diversity and plurilingualism in schools in the place where you will work in the near future.



These materials are inspired by the *DIVIS* and the *DECOMASAI* projects. The *DIVIS* project (Digital Video Streaming and Multilingualism) was a European Comenius project that was conducted between October 2008 and September 2010, led in Barcelona by Dolors Masats. It encouraged teacher educators and in-service teachers to include video production in their teaching. As part of the project, primary education students documented their linguistic landscape, as can be seen in the following videos:

#### **DIVIS Project Documenting linguistic diversity**

<https://vimeo.com/15927188>

<https://vimeo.com/16102194> (see minutes 01:37; 15:22–15:51)

<https://vimeo.com/15925404> (see minutes 4.25–6:02; 12:20–13:33)

The *DECOMASAI* project (Diversidad Lingüística y Comunicación Audiovisual), led by Virginia Unamuno and Dolors Masats, similarly asked secondary education students to document their linguistic landscape. Information about the project (in Spanish and Catalan) and may be found at the following link. For more information, consult Masats and Unamuno (2011) and Unamuno and Masats (2010).

#### **DECOMASAI project Diversidad Lingüística y Comunicación Audiovisual (Linguistic Diversity and Audiovisual Communication)**

<http://pagines.uab.cat/decomasai/es>

## Instructions

For your project, you will work in groups of 3 or 4 students to produce a *short video documentary* (less than 10 minutes) explaining the results of the research you have done. You will also produce a *viewers' guide* to help orient your peers when they watch your video and to find out more about the topic.

For example, you (and your future students) could research:

- The linguistic landscape of a school and the local neighbourhood;
- How children and families perceive the languages they encounter inside and outside of schools;
- Schools' official language policies and actual language practices in the neighbourhood, in classrooms;
- Etc.

You should aim the content and register of your documentary at an informed, adult audience.

## Steps

1. Decide what you want to research and do some preliminary reading on the topic. Use your reading to help you define your research methods. You can also consult the chapters in Moore and Dooly (2017) for more ideas.
2. Find people willing to participate in your research, speak with them about what they consent to and have them sign the consent form (e.g. can you collect video, take photos?).

Consent forms can be found here:

In English: <http://grupsderecerca.uab.cat/greip/en/content/greip-research-protocol>

In Catalan:

<http://grupsderecerca.uab.cat/greip/content/protocol-de-recerca-del-greip>

In Spanish:

<http://grupsderecerca.uab.cat/greip/es/content/protocolos-de-investigación-del-greip>

Read Dooly, Moore and Vallejo (2017) if you have questions about research ethics.

3. Carry out your research, collecting video footage, audio, photos, etc. that you can then include in your documentary.
4. Put together your video. Remember to include a narrative (you should all participate) explaining the research, play with editing to make the video

visually engaging, etc. You must blur any faces of children (and of adults if they don't want to be seen) and change all names.

5. Produce a viewers' guide for your documentary that gives the conceptual background to the research, explain the methodology, give ideas for transforming this into classroom projects, etc.
6. Follow your teacher's instructions for sharing the videos and viewing guides.

### **What is a documentary viewers' guide?**

A viewers' guide supplements a documentary by providing a synopsis or summary of the film, background or additional information, information about the authors in relation to the topic and questions for discussion. Your viewers' guide should include the following sections:

1. A title page (give your documentary a name).
2. Synopsis (one-sentence synopsis *and* a longer synopsis summarising the documentary of about 300 words).
3. FAQs (here you need to explain in about 800 words what you have read – main ideas and concepts – in preparing for the project to help us understand the research).
4. Directors' statements (here you should all take a personal and reflexive stance in relation to the research and each tell us in about 200 words what motivated you to explore this topic).
5. Discussion questions (here you should propose 3 or 4 questions for your peers to discuss after watching your film).
6. Reference list.

### **Recommended reading**

- Dooly, M., Moore, E. & Vallejo, C. (2017). Research ethics. In E. Moore & M. Dooly (Eds.), *Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe* (pp. 351-362). Dublin, Ireland/Voillans, France: Research-publishing.net. Retrieved from: <https://doi.org/10.14705/rpnet.2017.emmd2016.634>
- Masats, D. & Unamuno, V. (2011). Case study 9: Getting students to document linguistic diversity. In J. Cummins & M. Early (Eds.) *Identity texts: The collaborative creation of power in multilingual schools* (pp. 113-116). London: Trentham Books Limited.
- Moore, E. & Dooly, M. (eds.) (2017). *Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en*

*educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe.* Dublin, Ireland/Voillans, France: Research-publishing.net. Retrieved

from: <https://doi.org/10.14705/rpnet.2017.emmd2016.9781908416476>

Unamuno, V. & Masats, D. (2010) Diversidad lingüística en Barcelona: Una experiencia de investigación colaborativa. In S. Nothstein, M. C. Pereira, & E. Valente (Eds.) *Libro de actas del congreso regional de la Cátedra UNESCO en lectura y escritura. Cultura escrita y políticas pedagógicas en las sociedades latinoamericanas actuales* (pp. 158-169). Los Polvorines, Malvinas: Universidad Nacional General Sarmiento. Retrieved from: [http://www.ungs.edu.ar/ms\\_idh/wp-content/uploads/2012/10/Libro-de-Actas-del-Congreso-Regional-de-la-C%C3%A1tedra-UNESCO-en-Lectura-y-Escritura.-Cultura-Escrita-y-Pol%C3%ADticas-Pedag%C3%B3gicas-en-las-Sociedades-Latinoamericanas-Actuales..pdf](http://www.ungs.edu.ar/ms_idh/wp-content/uploads/2012/10/Libro-de-Actas-del-Congreso-Regional-de-la-C%C3%A1tedra-UNESCO-en-Lectura-y-Escritura.-Cultura-Escrita-y-Pol%C3%ADticas-Pedag%C3%B3gicas-en-las-Sociedades-Latinoamericanas-Actuales..pdf)



## 2. Educational responses to linguistically diverse student bodies

The premise put forward in this resource book is that educational institutions, and current and future teachers, have the duty to be informed about linguistic diversity, and to participate in reflection on more equitable policies and practices, and in their renewal. Idiazabal and Dolz (2013, p. 13) write:

Era y es la escuela, el agente fundamental de las políticas lingüísticas uniformadoras en la mayoría de los estados europeos; es la escuela (y la sociedad afincada en los viejos moldes) la que tiene dificultades para adaptarse a la situación de contacto de lenguas y de bi/plurilingüismo que aportan los escolares, fruto de la migración y del contacto tradicional entre lenguas locales y lenguas oficiales.

Schools were and are the fundamental agents of unifying language policies in most European states; schools (and societies entrenched in old moulds) have difficulties adapting to situations of language contact and to the bi/plurilingualism that children bring with them as a result of migration and of the traditional contact between local and official languages.

Many different typologies have been proposed to conceptualise the different ways in which linguistic diversity is dealt with in educational institutions, some of which are named in Figure 3. Some authors – Baker (2011), Cenoz (2009), García (2009), Idiazabal and Dolz (2013), to mention just a few – offer exhaustive syntheses of these contributions. However, coming up with a typology suitable for all approaches to education in contexts of linguistic diversity is almost impossible.

### Figure 3: Typologies of education in contexts of linguistic diversity

Bilingual  
Multilingual  
Plurilingual  
Transitional  
Maintenance  
Enrichment  
Elite  
Folk  
Strong  
Weak  
Subtractive  
Additive  
Dynamic

Sources: Baker (2011), Cenoz (2009), García (2009), Idiazabal & Dolz (2013)

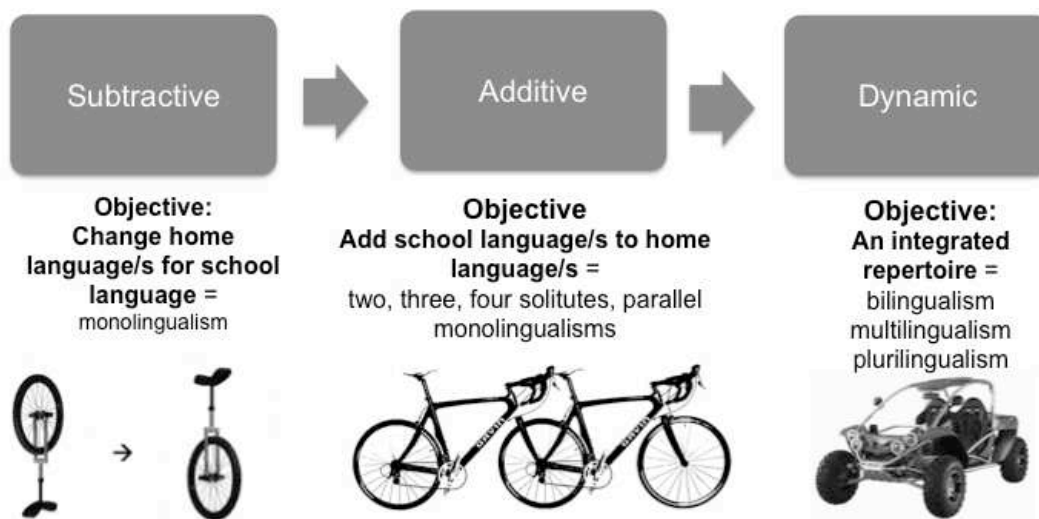
From the perspective of the desired impact of school language policies on students' communicative repertoires, García (2009), drawing on classic work by Lambert (1975) and others, proposes a typology that describes subtractive, additive and dynamic approaches to education in contexts of linguistic diversity (see Figure 4).

*Subtractive* approaches have the aim of changing the languages learned in students' homes for the school language. In Catalonia, we have a very recent example of this happening during the Franco dictatorship, when children who spoke languages other than Spanish at home needed to erase them from use at school and elsewhere. This approach is represented in García's description as an upside down unicycle, which could also easily be a bicycle or a tricycle in contexts of superdiversity, that schools aim to put upright.

The aim of *additive* proposals is to add school languages to those spoken in the home. García represents this approach as a bicycle, while tricycles or quadricycles are probably a more suitable representation in many places. However, regardless of the number of the wheels, what is important is that these wheels are all the same size, always turn in the same direction, at the same speed, etc. Applying this metaphor to students' linguistic repertoires, the idea is that one has to achieve linguistic competences that are like 'parallel monolingualisms', to use a term put forward by Heller (1999), or 'two solitudes', according to Cummins (2008).

Educational approaches that aim at a *dynamic* repertoire resemble, in García's model, an all-terrain vehicle. These vehicles have wheels that go up and down, adapting to tacks they travel along, turning in all directions, supporting more or less weight, but always helping to achieve the final goal. Programs of this type lead to students having a linguistic competence that is defined as bilingual, multilingual or plurilingual according to the academic and educational tradition of each context. In the United States, for example, bilingualism is the term favoured, while in Europe there is more talk of plurilingualism or multilingualism, depending on whether we are speaking from a Francophone or Anglophone tradition, respectively. These approaches are based on a holistic view of repertoire as an integrated set of resources (Lüdi & Py, 1986, 2009; Moore & Nussbaum, 2016; Nussbaum, 2013b).

**Figure 4: Subtractive, additive and dynamic approaches**



Sources: Cummins (2005), García (2009), Heller (1999), Lambert (1975), Lüdi & Py (1986, 2009), Moore & Nussbaum (2016), Nussbaum (2013b)

In Catalonia, we tend to talk about plurilingual education in research and teacher education, and in school language policy (Moore & Nussbaum, 2016; Nussbaum, 2013b). It should be noted, however, that the notion of plurilingualism is appropriated by various sectors of society to propose what is in fact additive language education, celebrating the incorporation of elite languages such as English or French in school curricula, while disregarding minority languages such as Catalan or the languages of immigration. As Flores (2013, p. 513) reminds us: “...there are several parallels between the ideal subject of neoliberalism and the ideal subject of plurilingualism.” This elitist approach to plurilingual education is not supported in this resource book.

In our understanding, a plurilingual approach requires the abandonment of the classic notion of linguistic competence, represented by monolingual competences in parallel or by two solitudes. From a plurilingual perspective, competence is understood in terms of a repertoire of communicative resources that includes, but also goes beyond, standard and school languages. This repertoire allows knowledge to be built along a continuum that goes from plurilingual to unilingual uses. It includes oral and written, analogue and digital uses. It is also expansive, in the sense that new resources are acquired in the use of the repertoire. Finally, our understanding of plurilingualism is closely related to issues of social justice, and involves the deconstruction of linguistic hierarchies and the promotion of linguistic diversity in all its manifestations.

### **Figure 5: The plurilingual approach**

✗ Classic notion of competence

✓ Repertoire of communicative resources that includes, but also goes beyond, standard and school languages, mobilised to:

- build knowledge on a continuum of plurilingual (all language) ↔ unilingual (one language or variety) uses
- expand that same repertoire in and through use

✓ Incorporates oral, written and signed languages, and other communicative modalities

✓ Incorporates oral and written, as well as analogue and digital uses

✓ Socially just language education, deconstruction of language hierarchies, promotion of all linguistic diversity

Sources: Council of Europe (2001, 2018), Gajo (2013), García (2009), García & Li Wei (2014), Idiazabal & Dolz (2013a, 2013b), Lüdi & Py (1986, 2009), Moore & Nussbaum (2016), Nussbaum (2013a, 2013b)

Finally, we end this section with a reflexion on why a plurilingual approach is desirable in schools, beyond its contribution to valuing and preserving the linguistic diversity of our societies. A large number of studies have been carried out into the value of plurilingualism for teaching and learning, in very different research traditions. Summing up this research, we may say that a plurilingual approach offers benefits for classroom interaction, for cognition and learning, and for students' construction of their own being in a plural world.

### **Figure 6: The value of plurilingualism in classrooms**

Plurilingualism is a resource for:

...interacting

(managing activities, organising one's own and others' participation, etc.)

...learning

(engaging in metalinguistic activities, private speech, etc.)

...becoming

(a plural 'me' in a plural world)

Sources: Cenoz (2013), García & Li Wei (2014), Lüdi & Py (1986, 2009), Moore & Nussbaum (2016), Nussbaum (2013a)

The next section of this resource book will reflect on how plurilingualism can be transformed into a methodology for classroom teaching and learning (i.e. 'didacticised'). We conclude the current section by offering three sets of materials that might be used in teacher education, as well as in school classrooms. The first set invites future teacher to reflect on their own language learning and knowledge and on how they influence their approach to language education. The second presents an example of student research into primary school pupils' language biographies. In the third set of materials, teacher education students are encouraged to engage with different case studies about plurilingual primary school pupils who have been placed in an after-school reading support program for failing to meet school reading standards. Teaching in and for plurilingualism in the 21<sup>st</sup> century means not only engaging with and celebrating linguistic diversity, but also being alert to emerging challenges and contradictions, and having the resources to act for innovative and inclusive education.

## Materials set 4: Language autobiographies



Author: Emilee Moore

### *Reflexive videos*

The experiences we've had as language learners and users are significant for our approach to language in our teaching practice (Busch, 2012; Palou Sangrà & Fons Esteve, 2013). It is also important to be aware of the language learning trajectories of students, and of the languages they know and use both at school and beyond.

### **Instructions**

Record a short video (about 5 minutes) in which you explain your *language autobiography* – your language learning process, changes in your language uses throughout your life, etc. – and reflect on the impact of this on your way of understanding plurilingual education and language teaching. You can be as creative as you want when you produce the video (e.g. including animations). Professional quality is not expected; a video recorded with your mobile phone will be just fine, as long as the content is reflexive. You may decide what to tell us and what not to tell us, and also whether you want to show your face or not.

Once you've created your video, share it with your peers and discuss.

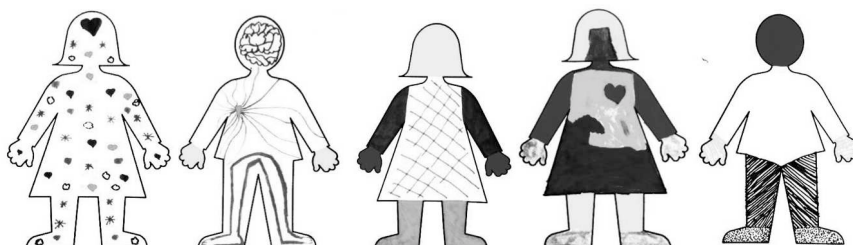
### **Recommended reading**

- Busch, B. (2012). Language biographies – approaches to multilingualism in education and linguistic research. In B. Busch, A. Jardine & A. Tjoutuku (Eds.), *Language biographies for multilingual learning. PRAESA Occasional Papers, 24*.
- Palou Sangrà, J. & Fons Esteve, M. (2013). Historias de vida y reflexividad en los procesos de formación para la enseñanza de lenguas en entornos plurilingües. In A. Lopes, F. Hernández, J.M. Sancho & J. I Rivas (Eds.), *Histórias de vida em educação: a construção do conhecimento a partir de histórias de vida*. Barcelona: Dipòsit Digital de la Universitat de Barcelona. <http://hdl.handle.net/2445/47252>

## Materials set 5: Drawing language: shaping learner's identity



Author: Emilee Moore



### *Language portraits*

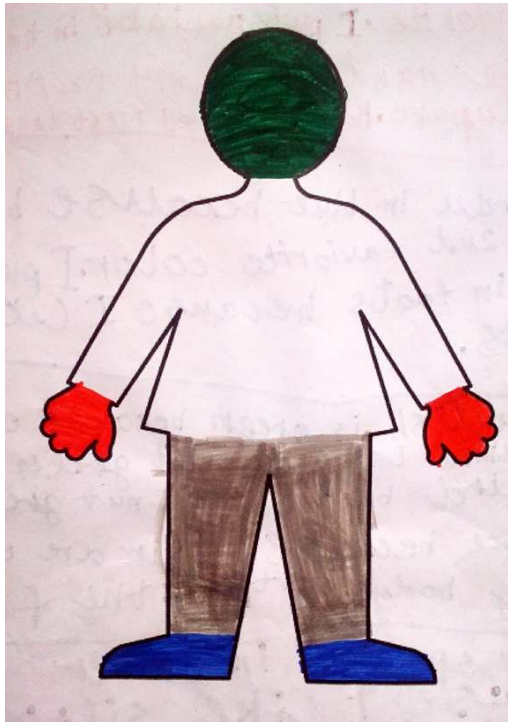
These research materials were collected by Antonella Cosacow Tarrío for her final degree project for the BA in Primary Education (2013). They are reproduced with her permission. Similar research was conducted by Júlia Llompart in secondary schools (2016).

Antonella was interested in the language biographies of third grade (8-9 years old) primary school students at an elite private school near Barcelona. The languages taught at the school were English, Spanish, Catalan and French. German and Chinese were taught as extracurricular activities.

Antonella's study used three different data collection methods, inspired by Mossakowski and Busch (2008; see also Prasad, 2014). First, she had students draw *language biography portraits*. She then had them write a written narrative explaining their drawing. Finally, she interviewed them about what they had produced.

The following are some extracts from her data with one student:

Language portrait:



Written narrative:

Red language is punjabi. I put punjabi in red because red and punjabi are my favorite. I put punjabi in hands because hands are my favorite body part. Punjabi is my first language.

I put urdu in blue because blue is my 2nd favorite color. I put urdu in feet because I like feet.

I put english is green because english is my third language and green is my third best color. I put green on face because there are too many body parts on the face.

I put spanish in silver because I like silver. I put silver on legs because I like legs.



Interview between researcher (T) and Student M:

T- M\*\*\* your turn.

Student M- Yes.

T- Can you tell me what's this green in here?

Student M- English.

T- Okay, and why is it in your head?

Student M- Because in head... There are so many body parts at the head.

T- So many what?

Student M- Body parts. Like eyes, ears and nose.

T- Okay, so all those are English? And why did you choose green, and not red or blue?

Student M- Because green is my third favourite colour.

T- And what do you speak at home?

Student M- I speak, this language, Urdu.

T- With your parents?

Student M- Yes.

T- And with your brother, which language do you speak?

Student M- Urdu.

T- And English? Where do you speak English?

Student M- I speak in school... Mm...

T- At school.

Student M- At school and with my father's friends.

T- And where did you learn English?

Student M- I learned English in Pakistan.

T- In Pakistan? Where, at school?

Student M- Yes.

T- And outside school did you use English?

Student M- No.

T- No? Okay. And which language is red?

Student M- Red? Red is my first language.

T- Your first language?

Student M- Punjabi.

T- Who taught you that language?

Student M- My father.

T- And your mother?

Student M- My mother, too.

T- Why did you choose the hands for Punjabi?

Student M- Because hands are my favourite body part.

T- And why in red?

Student M- Because red is my favourite colour.

T- Wasn't it green?

Student M- No, the green is the third best and the blue is the second best.

T- Okay. And where do you speak in Punjabi?

Student M- I speak when I go to Pakistan.

T- When you go to Pakistan, everybody knows Punjabi?

Student M- Mm... Not everybody. With my grandparents, and with my uncles, and with my cousins, and with my brother.

T- So with your mom and dad, you speak this one?

Student M- Urdu.

T- Okay. And the grey colour?

Student M- It's Castellano.

T- Castellano? When did you start learning Castellano?

Student M- Two months before.

T- Two months ago?

Students M- Yes.

T- And what do you think about Spanish?

Student M- It's easy.

T- Is it easy? Can you understand some words already when we speak in Spanish?

Student M- Yes. Yes.

T- Yes? Isn't that great? Are you happy?

Student M- Yes.

T- So why in grey?

Student M- Because I like grey colour.

T- And why in the legs?

Student M- Because... Legs because legs are the biggest body part.

T- They are the longest body part? And why Spanish for the longest body part?

Student M- Because it's easy.

T- Do you use speak Spanish somewhere else? Somewhere outside school?

Student M- Yes. With my father's friends, when they come.

T- Your father's friends are Spanish?

Student M- Yes.

T- Do they speak in Spanish with your father?

Student M- Yes.

T- And does your father understands them?

Student M- My father speaks fluent.

T- Really? Oh... And when did he learn Spanish?

Student M- Mm... Before I was born. Because he lived in Spain six years.

T- When he was young?

Student M- Yes.

T- And then he went back to Pakistan? And he met your mum?

Student M- Yes.

T- And he came back here? Why?

Student M- Because in Pakistan... There are very thieves and my father don't like there, because there are very thieves there.

T- And blue?

Student M- This one, Urdu. My second language.

T- Why in the foot?

Student M- Because foots are strong and Urdu is very difficult and you need strong.

T- You need something strong to learn Urdu?

Student M- Yes.

T- And is it difficult for you? Do you know how to speak very well?

Student M- It's difficult if you don't know.

T- Difficult to understand.  
 Student M- Yes, it's difficult for them.  
 T- Can you tell me your favourite word in Urdu?  
 Student M- Mm...  
 T- You don't have any?  
 Student M- I have lots of but... Mm...  
 T- Just the first word you think off when you think of Urdu.  
 Student M- 'Achavatcha'.  
 T- What does it mean?  
 Student M- Good boy.  
 T- Your parents tell you 'achavatcha' a lot?  
 Student M- Yes.  
 T- And in Spanish? What's your favourite word?  
 Student M- Sant Jordi.  
 T- Sant Jordi? Why? Did you enjoy yourself in Sant Jordi?  
 Student M- Yes.  
 T- And for your first language?  
 Student M- Mm... All are my favourite words.  
 T- And for English?  
 Student M- Mm... Yeah. My favourite word is names.  
 T- Which names? Just the word names?  
 Student M- Yes.  
 T- And why do you like names?  
 Student M- Because names, if you don't know the word that that means and then how do you know what are they saying?  
 T- Oh... Okay. So in Spain you've got to know a lot of things in English to speak with others?  
 Student M- Yes. Yes.

## **Instructions**

Discuss the following questions

- How do you interpret the data for Student M? What does it tell you about how he understands, identifies with, and uses his linguistic repertoire?
- Discuss the benefits and limitations of doing this type of classroom activity and research with children.
- Can you think of other activities that might help teachers to get to know students' language biographies.

## **Recommended reading**

Llompert, J. (2016). *Pràctiques plurilingües d'escolars d'un institut superdivers: de la recerca a l'acció educativa* (Doctoral dissertation). Retrieved from <http://www.tdx.cat/handle/10803/399835>

Mossakowski, J. & Busch, B. (2008). *On language biographical methods in research and education*. Vienna: Centre for Intercultural Studies.

Prasad, G. (2014). Portraits of plurilingualism in a French international school in Toronto: Exploring the role of visual methods to access students' representations of their linguistically diverse identities. *The Canadian Journal of Applied Linguistics*, 17 (1), 51-77.

## Materials set 6: Linguistic diversity, education and social justice



Authors: Emilee Moore and Claudia Vallejo

### *Towards service learning*

## Case study 1: School languages, Dragon Ball, Friv and Abraham Mateo

### *Read this background information*

Port school is located in the old town of Barcelona, and has a very large proportion of students whose home language is neither Catalan nor Spanish.

Spanish is overwhelmingly the language of socialisation outside of the classroom, meaning that most children speak that language more than they do Catalan.

Many of the children in 4<sup>th</sup> and 5<sup>th</sup> grade have been identified as needing after school literacy support, especially for reading comprehension in Catalan. The children attend the program, but many of the volunteers helping out are concerned at the lack of motivation and confidence shown by the children towards language learning in general.

One of these children is Fatima, a 9 year old girl born in Barcelona but whose parents come from Morocco. She identifies as speaking Arabic at home, although one day the volunteer working with her on the after-school literacy program noticed that she and her family also speak in (Moroccan) sign language in the presence of the father, who is deaf. Fatima reads and speaks in Catalan and Spanish quite well, but gets easily distracted.

Fatima loves reading Dragon Ball and teaches the volunteer to read Japanese manga (from the back to the front of the book, right to left of the page). Fatima, like most of the children, loves playing the games on the website Friv, all of which are in English. Other times she likes to sing along to music videos and share them with the volunteer. Her favourite song, which is also a hit among all the children, is 'Señorita' by Abraham Mateo. The lyrics to the song, which Fatima and the other children know by heart, include a mix of ('Latino') Spanish and (African American) English. The volunteer praises Fatima on how good she is at English, but Fatima always responds that she doesn't know that language. One day, however, she confesses that she would like to be an English teacher

### Señorita

Here kitty  
Here kitty uh  
Ven hacia mi se mi mamasita  
Need a big girl not a chiquitita  
Sambame mi niña bonita  
Dame what I want ven conmigo a jugar  
Give ya ten points pon tu cuerpo a bailar  
Here kitty  
Here kitty uh  
Eres una fiesta pa mi mamasita  
Midnight  
Ella esta en mi cabeza you,re my cenicienta  
Pronto acaba la fiesta voy a enloquecer  
We only wanna rrrumba  
And dance tumba que tumba  
You know you my  
Sexy señorrita wont ya come play ah  
Woah oh oh oh  
Hasta que nos caiga la noche  
I keep playing  
I keep dancing  
Come on play ah  
Woah oh oh oh  
Dame beso  
Dame risa  
Sexy señorrita wont ya come play ah  
Woah oh oh oh  
Hasta que nos caiga la noche  
I keep playing  
I keep dancing  
Come on play ah  
Woah oh oh oh  
Dame beso  
Dame risa  
Girl you need go muy depreisa  
Here kitty  
Here kitty uh  
Ven hacia mi se mi mamasita  
Need a big girl not a chiquitita  
Sambame mi niña bonita  
Dame what I want ven conmigo a jugar  
Give ya ten points pon tu cuerpo a bailar  
Here kitty  
Here kitty uh  
Baby baby come on lets go  
Midnight  
Ella esta en mi cabeza you,re my cenicienta  
Pronto acaba la fiesta voy a enloquecer  
We only wanna rrrumba  
And dance tumba que tumba  
You know you my  
Sexy señorrita wont ya come play ah  
Woah oh oh oh  
Hasta que nos caiga la noche  
I keep playing  
I keep dancing  
Come on play ah  
Woah oh oh oh  
Dame beso  
Dame risa  
Sexy señorrita wont ya come play ah  
Woah oh oh oh  
Hasta que nos caiga la noche  
I keep playing  
I keep dancing  
Come on play ah  
Woah oh oh oh  
Dame beso  
Dame risa  
Girl you need go muy depreisa  
Tu miras a otro lado y yo sigo por ti  
You,re try to cut my off  
But I keep working you see  
Woah my señorrita  
My señorritaaaa  
Sexy señorrita wont ya come play ah  
Woah oh oh oh  
Hasta que nos caiga la noche  
I keep playing  
I keep dancing  
Come on play ah

when she grows up.

Despite all this, Fatima is convinced that she is bad at language learning. This idea is potentially reinforced by her inclusion in the after-school literacy program.

Woah oh oh oh  
Dame beso  
Dame risa  
Sexy señorrita wont ya come play ah  
Woah oh oh oh  
Hasta que nos caiga la noche  
I keep playing  
I keep dancing  
Come on play ah  
Woah oh oh oh  
Dame beso  
Dame risa  
Girl you need go muy deprisa  
Come on  
<http://www.youtube.com/watch?v=3X-E5KJEawg>

## **Case study 2: “Changing languages is a pain!”**

### *Read this background information*

Neighbourhood school is located in the old town of Barcelona, and has a very large proportion of students whose home language is neither Catalan nor Spanish.

Spanish is overwhelmingly the language of socialisation outside of the classroom, meaning that most children speak that language more than they do Catalan.

Many of the children in 4<sup>th</sup> and 5<sup>th</sup> grade have been identified as needing after school literacy support, especially for reading comprehension in Catalan. The children attend the out of school program, but many of the volunteers helping out are concerned at the lack of motivation and confidence shown by the children towards language learning in general.

One of these children is Dalil, an 8-year-old boy born in Morocco whose family came to Catalonia when he was a small child and who has been schooled in Barcelona. He identifies as speaking Moroccan Arabic at home with his parents and Spanish and Catalan with his siblings and friends, although his father sometimes speaks French to him because he lived in Belgium. Dalil speaks in Catalan and Spanish quite well, but shows difficulties when reading in these languages. He gets easily bored and tired.

He says that he would like to be a waiter when he grows up, just like his big brother.

Dalil is a serious boy who usually seems to be upset by something, but one day the volunteers working with him discovered that he loves dancing to Hip Hop music and his facial expression and general attitude change when he has a chance to dance. Since then, he always asks if he can dance for a little while at the end of every session of the after-school program, goes to the classroom computer and searches for songs to dance to, which are usually in English.

One day, the volunteers brought some books with different languages and explain to Dalil that they are meant to encourage him to use the languages he knows. Spontaneously, Dalil sings a song in Moroccan Arabic, then translates it to Catalan (also singing), and then translates everything that he reads to Moroccan Arabic, while explaining meanings and making comments using different languages.

Despite all this, Dalil is convinced that he is bad at languages. He makes comments such as “English is not my thing” or “My Moroccan is very rusty”. Volunteers praise Dalil on how good he is at using languages and switching between them, but Dalil insists that he’s incompetent and that he doesn’t know or doesn’t understand them.

When asked about his opinion on the plurilingual books, he says he doesn’t think they should mix languages because it is a “mess”.

## Instructions

With the information from the case studies, which are based on research from Moore and Vallejo (2018) and Vallejo and Moore (2016), in groups discuss:

- What language competences do the children display? How are these related to standard school language competences?
- How do you feel about them being placed in the after school literacy program? Why do you think this is or is not a good way of supporting them?
- What else could be done at the school to help children develop competences in the school languages (Catalan, Spanish and English)?
- What else could be done outside of schools? Can you think of some concrete proposals?
- Could we implement any of these proposals as a class this semester? How could we do that?

## Did you know...?

*Service learning* is an approach to democratic and transformative education that is:

- active and experiential, based on the concrete needs of a specific collective;
- involves engagement with issues of social justice;
- involves critical participation linking formal learning with service experience;
- is collaborative and student-led;
- is explicitly reflexive;
- involves the establishment of symmetrical relationships with mutual benefits for learners and those they work to support.

Sources: De la Cerda, Martín and Puig, 2008; Smagorinsky and Kinloch (2014)

As you consider your proposals for concrete actions we can take as a class, you might be interested in researching more about service learning and think about how you could incorporate it into your teaching practice.

## Recommended reading

De la Cerda, M., Martín, X. & Puig, J. M. (2008). Amics i amigues de lectura. Una experiència d'aprenentatge servei en la formació de professionals de l'educació. In M. Martínez (Ed.), *Aprenentatge servei i responsabilitat social de les universitats* (pp. 129 – 150). Barcelona: Ocaedro & Fundació Jaume Bofill.

Dooly, M. (2010b). Their hopes, fears, and reality: Introduction. In M. Dooly (Ed.) *Their hopes, fears and reality: Working with children and youth for the future*, pp. 9-36. Bern/New York: Peter Lang.



- Moore, E. & Vallejo, C. (2018). Practices of conformity and transgression in an out-of-school reading programme for 'at risk' children. *Linguistics and Education*, 43, 25-38. Retrieved from:  
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- Smagorinsky, P. & Kinloch, V. (2014). Introduction. In V. Kinloch & P. Smagorinsky (Eds.), *Service-learning in literacy education* (pp. ix - xxiii). Charlotte, USA: Information Age Publishing.
- Vallejo, C. & Moore, E. (2016). Prácticas plurilingües 'transgresoras' en un programa extraescolar de refuerzo de la lectura. *Signo y Seña*, 29, 33-61.

### 3. The didactics of plurilingualism

As we have seen, plurilingualism is a social reality, and also a reality of the classroom. Therefore, as several authors tell us, it needs to be ‘didacticised’, or transformed into classroom teaching methodology (Gajo, 2007; Duverger, 2007; Nussbaum, 2013b). It should be pointed out that although we talk about a *didactics of plurilingualism* in this section, very similar approaches include what have been called elsewhere *translanguaging pedagogies*, *multilingual pedagogies*, *integrated approaches*, and *content and language integrated learning*.

The following are some basic premises of a didactics of plurilingualism:

- Plurilingualism (and pluriliteracy, see García, Bartlett & Kleifgen, 2007; Moore & Vallejo, 2018; Vallejo & Moore, 2016) are a reality both of social interaction and of learning processes and should be central to 21st century education. It is necessary to overcome the simple separation of languages into different school subjects. The didactics of plurilingualism must take the interaction between the repertoires that children and youth bring with them to classrooms, and the varieties and genres inherent to schooling, as a source of social and educational enrichment.
- Children’s and youth’s plurilingualism is the repertoire of resource from and through which their communicative competences develop, which is in turn the basis from which all learning takes place. Therefore, plurilingualism needs to anchor all school learning.
- Education that builds on children’s and youth’s plurilingual ways of being, knowing and doing is more socially just than education that does not. In this way, the didactics of plurilingualism takes a critical stance and is oriented towards inclusive social and educational policies and practices.

The ‘didactisation’ of plurilingualism, following the contributions of authors such as Gajo (2007), Duverger (2007) or Nussbaum (2013b, 2017), operates on three levels: macro, meso and micro.

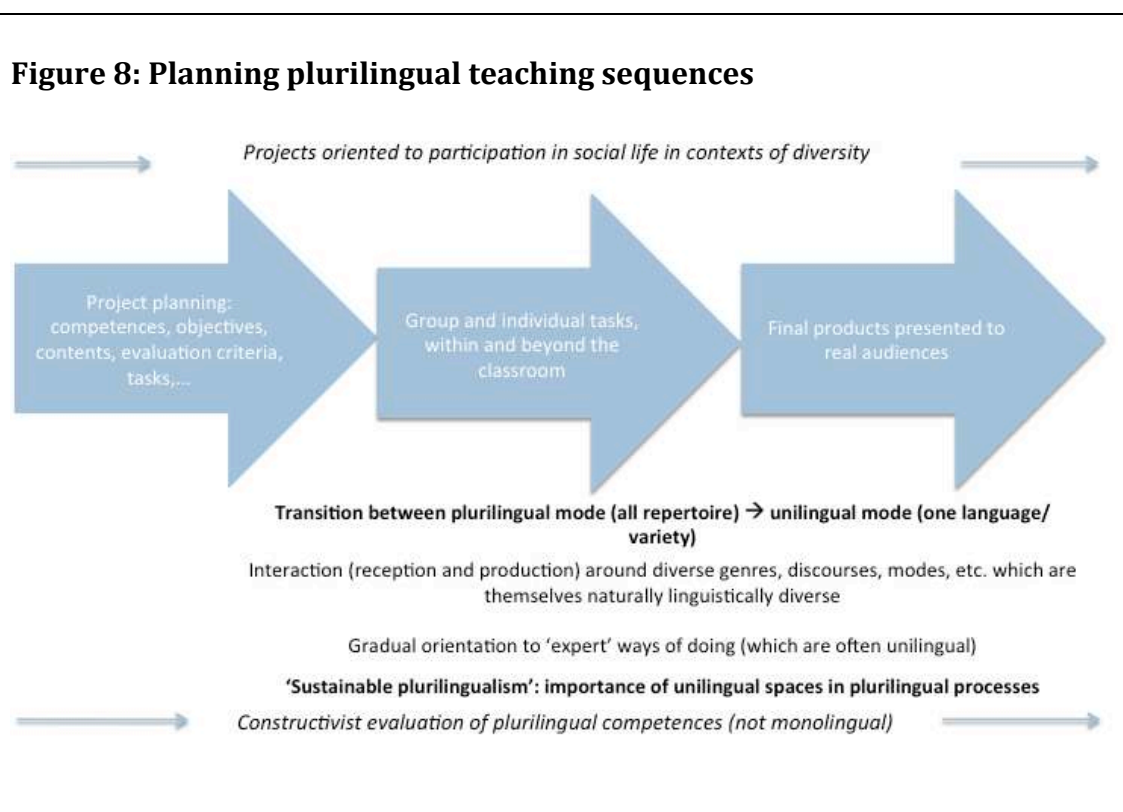
**Figure 7: The ‘didactisation’ of plurilingualism**



Sources: Gajo (2007); Duverger (2007), Nussbaum (2013b, 2017)

At the *macro* level, schools might decide to keep languages separate by distributing them across different subjects, or they might take a plurilingual approach and encourage the integration of languages in their school curriculum and language policies (Masats & Noguero, 2016).

The didactics of plurilingualism at the *meso* level implies planning teaching sequences to which different languages, modes and genres are integrated (Dooly, 2016a, Nussbaum, 2017b). This is represented in the diagram in Figure 8. In the first place, it is important to propose communicative projects that are oriented towards participation in social life – which, as we have seen, is participation in contexts of linguistic diversity and superdiversity. Like with all projects, we start by defining learning objectives and diagnosing students’ starting point. We propose group and individual work inside and outside the classroom, which should end up in products and presentations for real audiences. In this process, we incorporate both plurilingual and unilingual spaces – that is, we encourage different languages and varieties to enter the classroom through different materials and tasks, but the project works towards a unilingual product. In this way, we are not suggesting that ‘anything goes’ in terms of language use, but rather we support a sustainable (Cenoz, 2017) didactics of plurilinguism, in which all language resources are valued and enriched, while school competences are developed.



At the *micro* level, the didactics of plurilingualism requires that teachers develop skills for understanding the plurilingual uses emerging in their classrooms in the dynamics between teacher and students, and among students. Classroom discourse analysis, and plurilingual classroom discourse analysis in particular, offer important observational tools in this regard (Moore & Nussbaum, 2011, 2013; Nussbaum, 2016; Seedhouse, 2005; Ünstel & Seedhouse, 2005; Walsh, 2011). Empirical processes of collecting and analysing classroom interactional data are thus essential to teacher education for promoting reflexivity and awareness of the plurilingual repertoires that are mobilised for accomplishing teaching and learning.

The following pages of this section include materials for engaging with a didactics of plurilingualism in teacher education. The first set invites students to consider how languages might be integrated at the meso level of task planning. The second set encourages them to focus on micro plurilingual interactional practices in classrooms and to consider why different communicative resources are used, at different times, for completing different actions.

## Materials set 7: Plurilingual task sequence



Authors: Melinda Dooly & Emilee Moore

### *Micro teaching practice*

The objective of this project is to plan a plurilingual, task-based language learning sequence (e.g. Willis, 1996; Dooly, 2016b; Masats & Dooly, 2011), to create all the materials needed for its implementation, and to teach it to your peers during a micro-teaching role-play.

You should imagine that the task-based language learning sequence is part of a larger project, which can cover different curricular areas (Dooly, 2016a; Nussbaum, 2017). Remember that we live in a linguistically rich context and that our goal is to develop students' plurilingualism. You should think very carefully about how students' entire plurilingual repertoires, and the linguistic diversity of their surroundings, might come into the task process as resources for teaching and learning. For an example of how this can be done, see the Talking languages/Parlem (de) llengües resources, including the text by Moore and Garrido (2016):

#### **Talking languages/Parlem (de) llengües**

<https://hiphopitaca.wikispaces.com/>

### **Instructions**

You will work in groups of approximately four.

#### **Step 1:**

Decide on the overall project and come up with a general map of the process.

#### **Step 2:**

Design a task sequence (pre-task, task, post-task) of about 1 hour (including all parts).

#### **Step 3:**

Make materials and prepare to implement them.

#### **Step 4:**

'Teach' your task sequence to another group of students and give each other feedback.

## Recommended reading

- Dooly, M. (2010a) Their hopes and fears: A catalyst for project-based language learning. In M. Dooly (ed) *Their hopes, fears and reality: Working with children and youth for the future*, pp. 99-132. Bern/New York: Peter Lang.
- Dooly, M. (2016a). Proyectos didácticos para aprender lenguas. In D. Masats & L. Nussbaum (Eds.), *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria* (pp.169-193). Madrid: Síntesis.
- Masats, D. & Dooly, M. (2011). Una mirada, desde una perspectiva interactivista, hacia el proceso de construcción de tareas comunicativas. *Hechos y Proyecciones del Lenguaje*, 20, 100-126.
- Moore, E. & Garrido, M. R (2016). El rap en la didáctica del plurilingüisme. In C. Aliagas (Ed.), *El rap entra a l'aula. Contribucions a l'educació lingüística i literària*. Special issue of *Perspectiva Escolar*, 391, 44-48.
- Nussbaum, L. (2017). Doing research with teachers. In Emilee Moore & Melinda Dooly (Eds), *Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe* (p. 46-67). Dublin, Ireland/Voillans, France: Research-publishing.net. DOI: <https://doi.org/10.14705/rpnet.2017.emmd2016.621>
- Willis, J. (1996). *A framework for task-based learning*. Harlow: Longman.

## Materials set 8: Understanding plurilingual interaction



Author: Emilee Moore

### *Data sessions*

As you develop as a teacher, you will have opportunities to engage in practice teaching. For this activity, you are encouraged to audio or video record yourself and your students in action, and to share your 'data' with your peers in what is called a *data session*.

### **Instructions**

#### **Step 1:**

You will need to obtain *informed consent* before you are able to record. Consent forms can be found here:

In English: <http://grupsderecerca.uab.cat/greip/en/content/greip-research-protocol>

In Catalan:

<http://grupsderecerca.uab.cat/greip/content/protocol-de-recerca-del-greip>

In Spanish:

<http://grupsderecerca.uab.cat/greip/es/content/protocolos-de-investigación-del-greip>

Read Dooly, Moore and Vallejo (2017) if you have questions about research ethics.

#### **Step 2:**

Record natural, interactional data (i.e. not scripted, no 'acting') from your classroom teaching practice. You do not need to record a lot, but just enough to have some interesting fragments in terms of plurilingualism to share. For more information about how to record, refer to Moore and Llompart (2017).

#### **Step 3:**

Once you have your data set, start to look through your data to find a short, continuous fragment (less than 5 minutes) that would be interesting to discuss with your peers. You might produce a transcript of the data to help your peers understand it. See Moore and Llompart (2017) for tips about how to do this.

#### **Step 4:**

Sign the ethical agreement about sharing data with your classmates.

#### **Step 5:**

Bring your data to class. Present it to your peers in the following way:

- Give some context for the fragment (Who are the participants? What is happening?)

- Play the recording for your peers, possibly a couple of times. Allow time to read the transcript if available.
- Discussion. Try to answer the following question:

***Why that, using those communicative resources, right now? (Ünstel & Seedhouse, 2005)***

### **Ethical agreement**

I, ....., will be participating in data sessions as part of the subject .....

During these sessions, I will be seeing videos from classrooms brought in by my peers, and I will be contributing to discussions about them.

Given the principles of ethics that I must adhere to as both a student as a future teacher, I understand that:

1. My contributions to the discussions should be constructive and oriented at my own and my peers' professional development. That is, I will not make any offensive comments now or in the future.
2. The discussions about the videos should be kept within the classroom for this subject, now and in the future. I will not discuss what I see in the videos with anyone else, including with the learners in the case that I recognise them.

Signed:

Date:

### **Recommended reading**

Dooly, M., Moore, E. & Vallejo, C. (2017). Research ethics. In E. Moore & M. Dooly (Eds.), *Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe* (pp. 351-362). Dublin, Ireland/Voillans, France: Research-publishing.net. Retrieved from: <https://doi.org/10.14705/rpnet.2017.emmd2016.634>

Moore, E. & Llompart, J. (2017). Collecting, transcribing, analyzing and presenting plurilingual interactional data. In E. Moore & M. Dooly (Eds.), *Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe* (pp. 403-417). Dublin, Ireland/Voillans, France: Research-publishing.net. Retrieved from: <https://doi.org/10.14705/rpnet.2017.emmd2016.638>



Ünstel, E., & Seedhouse, P. (2005). Why that, in that language, right now? Code-switching and pedagogical focus. *International Journal of Applied Linguistics*, 15(3), 302-325.

#### **4. Summing up**

This resource book has argued that educating in and for plurilingualism in the 21<sup>st</sup> century requires:

... that active and future teachers, and their students, develop abilities to observe and reflect on the sociolinguistic and interactional environment of schools and classrooms, as well as a sensitivity to emerging linguistic dynamics and inequalities on which to take action.

... a rejection of monolingual positions regarding the linguistic repertoires and competences of people, to adopt a position coherent with the realities of social language use and language learning processes.

... a didactics of plurilingualism that operates at the macro, meso and micro levels, which integrates linguistic diversity as a resource, with the objective of developing dynamic plurilingual repertoires, and that is committed to the sustainability of all languages and to social justice.

The teaching materials offered aim to support educators' and students' critical engagement with these key ideas.

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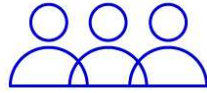


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