

Plurilingual Education: Research Trends and Perspectives

Code: 43225
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	2

Contact

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Use of languages

Principal working language: catalan (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 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 multiculturalism.
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.

- 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.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
In-class participation; group work	36	1.44	
Type: Supervised			
Analysis and group discussion of articles and other assigned texts	36	1.44	
Type: Autonomous			
Development of the individual work / participation in debates and workshops during the sessions.	78	3.12	

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).

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

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

Bibliography

Compulsory reading

- Beacco, J.-C., Coste, D., van de Ven, P.-H. & Vollmer, H. (2010), [Langues et matières scolaires - dimensions linguistiques de la construction des connaissances dans les curriculums](#)., Strasbourg : Conseil de l'Europe. Voir : Plateforme de ressources et de références pour une éducation plurilingue et interculturelle
- Beacco, J.-C., Coste, D., van de Ven, P.-H. & Vollmer, H. (2010), [Language and school subjects - Linguistic dimensions of knowledge building in school curricula](#). Strasbourg : Conseil de l'Europe. Voir : Plateforme de ressources et de références pour une éducation plurilingue et
- 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 qualitius per a la recerca en educació plurilingüe*. Dublin: Research-publishing.net. (also available in [Catalan](#))
- Dooly, M. (en prensa). Task-as-process: Students' innovative use of technology resources in language learning. *Language Learning & Technology*.
- Dooly, M., & Sadler, R. (2016). [Becoming little scientists: Technologically-enhanced project-based language learning](#). *Language Learning & Technology*, 20(1):54-78.
- Dooly, M., Moore, E., et Vallejo, C. (2017). Research ethics (pp. 351-362). A E. Moore & M. Dooly (coords.), [Qualitative approaches to research in plurilingual language learning environments / Enfocaments qualitius per a la recerca en educació plurilingüe](#). Dublin: Research-publishing.net. (Également disponible en [espagnol](#))
- Gandulfo, C., i Nussbaum, L. (2016). [Habla bilingüe y prácticas educativas: Perspectivas etnográficas e interaccionistas](#). Signo y Señal, 29, 5-10.
- Llompart Esbert, J. (2014). [Ressources en transformation: multimodalitat, plurilingüisme, adquisizione - seen from an interactional perspective. Una entrevista amb Lorenza Mondada](#). *Bellaterra Journal of Teaching & Learning Language & Literature*, 7(4): 79-87. <http://dx.doi.org/10.5565/rev/jtl3.607>
- Masats, D. (2017). L'anàlisi de la conversa al servei de la recerca en el camp de l'adquisició 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 qualitius per a la recerca en educació plurilingüe*. Dublin: Research-publishing.net. (also available in English)
- Masats, D., Canals, L., Dooly, M., Juanhuix, M., Llompart, J., Moore, E., Nussbaum, L., & Vallejo, C. (2017). [Quan els aprenents es converteixen en sociolingüistes: algunes mostres de les veus de l'alumnat](#). Treball presentat al congrés *VIII Seminari Internacional: L'aula com a àmbit d'investigació sobre l'ensenyament i l'aprenentatge de llengües*, Universitat de Vic, 26 et 27 de gener de 2017.

- Masats, D., Nussbaum, L. & Unamuno, V. (2007). When the activity shapes the repertoire of second language learners. In L. Roberts, A. Gürel, S. Tatar & L. Martí (Eds.) *EUROSLA Yearbook* (selected papers of EUROSLA 16 and 15 conferences): Volume 7 (pp. 121-147). Amsterdam: John Benjamins Publishing Company.
- Masats, D., & Unamuno, V. (2001). Constructing social identities and discourse through repair activities. A S.H. Foster-Cohen et A. Nizgorodcew (dirs.) *EUROSLA Yearbook: Volume 1* (pp. 239-254). Amsterdam: John Benjamins.
- Mondada, L. (2003). Observer les activités de la classe dans leur diversité: choix méthodologiques et enjeux théoriques. A J. Perera, L. Nussbaum, I M. Milian (Coords.). *L'educació lingüística en situacions multiculturals i multilingües*. Barcelona: ICE Universitat de Barcelona.
- Moore, E., et Llompart, J. (2017). [Collecting, transcribing, analyzing and presenting plurilingual interactional data](#) (pp.403-417). A E. Moore & M. Dooly (coords.), *Qualitative approaches to research in plurilingual language learning environments / Enfocaments qualitius per a la recerca en educació plurilingüe*. Dublin: Research-publishing.net. (Également disponible en [espagnol](#))
- Moore, E., & Nussbaum, L. (2011). Què aporta l'anàlisi conversacional a la comprensió de les situacions d'AICLE. En C. Escobar Urmeneta et L. Nussbaum (dirs.) *Aprendre en una altra llengua. Learning through another language. Aprender en otra lengua* (pp. 93-117). Bellaterra: Servei de Publicacions UAB.
- Nussbaum, L. (2014). [Una didàctica 'sociolingüística' de les llengües?](#) *Bellaterra Journal of Teaching & Learning Language & Literature*, 7(3): 1-13.
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- Sadler, R. & Dooly, M. (2012) Language learning in virtual worlds: Research and practice. A M. Thomas, H. Reinders & M. Warschauer (eds.) *Contemporary computer-assisted language learning* (pp. 159-182). London & New York: Continuum.
- 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 E. Moore & M. Dooly (coords.), *Qualitative approaches to research in plurilingual language learning environments / Enfocaments qualitius per a la recerca en educació plurilingüe*. Dublin: Research-publishing.net. (también disponible en [inglés](#))

Recommended texts

- Alam, F., Stein, A., & Rosenberg, C.R. (2011). ["Te explicó qué quiere decir", "te digo cómo se llama". Interacciones niño-niño en torno a vocabulario no familiar](#). *Bellaterra Journal of Teaching & Learning Language & Literature*, 4(4): 56-71. <http://dx.doi.org/10.5565/rev/jtl3.442>
- Andreani, H.A. (2014). [Wawqes Pukllas. Prácticas juveniles de escritura quichua \(Argentina\)](#). *Bellaterra Journal of Teaching & Learning Language & Literature*, 7(4): 38-56. <http://dx.doi.org/10.5565/rev/jtl3.537>
- Anguera Cerarols, C. (2013). [L'ensenyament de l'espai geogràfic en una aula d'anglès de primària](#). *Bellaterra Journal of Teaching & Learning Language & Literature*, 6(4): 33-53. <http://dx.doi.org/10.5565/rev/jtl3.549>
- Antoniadou, V. (2011). [Virtual collaboration, 'perezhivanie' and teacher learning: A socio-cultural-historical perspective](#). *Bellaterra Journal of Teaching & Learning Language & Literature*, 4(3): 53-70. <http://dx.doi.org/10.5565/rev/jtl3.424>
- Antoniadou, V., & Dooly, M. (2017). Educational ethnography in blended learning environments (pp. 237-263). (also available in [Catalan](#))
- Blommaert, J., & Backus, A. (2011). Repertoires revisited: 'Knowing language' in superdiversity. Working papers in urban language & literacies, no. 67. Tilburg: Tilburg University.
- Corona, V., Nussbaum, L. & Unamuno, V. (2013). The emergence of new linguistic repertoires among Barcelona's youth of Latin American Origin. *International Journal of Bilingual Education and Bilingualism*, 16(2), 182-194. Special Issue: Catalan in the 21st century.
- Coste, D.; Moore, D., & Zarate, G. (2009). Plurilingual and pluricultural competence. Strasbourg: Council of Europe.
- Cuestas, A. (2013). [Using skype in a primary class: A case study](#). *Bellaterra Journal of Teaching & Learning Language & Literature*, 6(2): 49-68. <http://dx.doi.org/10.5565/rev/jtl3.521>
- Dooly, M. (2017). Telecollaboration. In C. Chapelle & S. Sauro (Eds.) *The handbook of technology in second language teaching and learning*. Hoboken, NJ: Wiley-Blackwell.

- Dooly, M. (2013). Focusing on the social: Research into the distributed knowledge of novice teachers in online exchange. A C. Meskill (ed.) Online teaching and learning: Sociocultural dimensions. New York & London: Continuum / Bloomsbury Academic.
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- 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.
- Gajo, L. (2011). Trabajar en otra lengua para elaborar saberes en una disciplina. En C. Escobar Urmeneta et L. Nussbaum (dirs.) *Aprender en una altra llengua. Learning through another language. Aprender en otra lengua* (pp. 53-70). Bellaterra: Servei de Publicacions UAB.
- Garcia, O. (2009). Education, multilingualism and translanguaging in the 21st century. In O. Garcia (Ed.) *Bilingual education in the 21st century: A global perspective* (pp. 140-158). Wiley-Blackwell: Oxford.
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- Menti, A.B., & Alam, F. (2014). [Los gestos y la enseñanza de palabras poco familiares: ¿Cuándo emplean las maestras información gestual?](#) *Bellaterra Journal of Teaching & Learning Language & Literature*, 7(1): 17-32. <http://dx.doi.org/10.5565/rev/jtl3.510>
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- Moore, E. (2014). Constructing content and language knowledge in plurilingual student teamwork: Situated and longitudinal perspectives. *International Journal of Bilingual Education and Bilingualism*. DOI:10.1080/13670050.2013.860947.
- Moore, E. & Nussbaum, L. (2014). Building a multilingual university in institutional policies and everyday practices. A Unger, J. W., Krzyżanowski, M. & Wodak, R. (eds.), *Multilingual Encounters in Europe's Institutional Spaces*. London: Continuum, pp. 243-269.
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- Moore, E., Borràs, E., & Nussbaum, L. (2013). Plurilingual resources in lingua franca talk: An interactionist perspective. A Haberland, H., Lønsmann, D., Preisler, B. (eds.), *Language alternation, language choice and language encounter in international tertiary education* (pp. 53-84). Dordrecht: Springer.
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- Nussbaum, L. (2013). Socialisation langagière et construction des identités. A B. Falaize, Ch. Heimberg & O. Louves (dirs.) *L'école et la nation* (pp. 195-206). Lyon: ENS Éditions.
- Nussbaum, L. (2013). De las lenguas en contacto al habla plurilingüe. A A. Maldonado, V. Unamuno (eds.) *Prácticas y repertorios plurilingües en Argentina* (pp. 273-283). Bellaterra: GREIP-UAB.

- Nussbaum, L. (2013). Interrogations didactiques sur l'éducation plurilingue. A V. Bigot, A. Bretegnier & M. Vasseur (eds.) Vers le plurilinguisme? 20 ans après (pp. 85-93). Paris:Albin Michel.
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