

Plurilingual Education: Research Trends and Perspectives

Code: 43225
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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Use of Languages

Principal working language: catalan (cat)

Other comments on languages

According to the student profile, and in line with the content of this course, plurilingual interaction is a natural part of the course. Materials and discussions in Spanish, Catalan and English are accepted and promoted.

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.

Competences

- 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 specialist and non-specialist 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. Analyse theoretical reference frameworks to establish which ones orientate research.
3. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
4. Continue the learning process, to a large extent autonomously.
5. Defend the research carried out orally, using the appropriate technology.
6. Design strategies for collecting information.
7. Find and analyse theoretical references.
8. Identify education problems and evaluate the methodological approaches for their solution.
9. Identify theoretical references and evaluate their appropriateness for problems related to plurilingual education.
10. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
11. Interpret the policies and situations of language learning from the viewpoint of educational research in contexts of globalisation, multilingualism and multiculturalism.
12. Judge the importance and theoretical and social pertinence of a research problem related to plurilingual education.
13. Prepare the research report according to the structure of formal protocols.
14. Produce conclusions taking into reference the research objectives and questions and the theoretical references.
15. Relate results in accordance with their origin (sources and instruments).
16. Understand the main aspects of contexts specific to plurilingual education and analyse them as objects of research.
17. Understand the opportunities offered by online work and language learning from the contributions of educational research.
18. Understand the research on plurilingual education projects within the European framework.
19. Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
20. Use research methods, strategies and techniques and design research pertinent to the research problem in context.
21. 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.

*Important note: The proposed teaching methodology and assessment may undergo some modification depending on the attendance restrictions imposed by the health authorities.

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	

Assessment

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.

*Important note: The proposed teaching methodology and assessment may undergo some modification depending on the attendance restrictions imposed by the health authorities.

Adaptations may be applied for any student who is unable to follow the course due to COVID-19:

1. The student should make his/her request alleging the reasons of impossibility of following the regular teaching plan. There is no need to present any legal certification of the situation.
2. The dean's office or school management will assess the request and, if it deemed sufficient, will communicate the decision to the teacher in order to make the necessary adaptations.

General criteria for acceptance:

- The student or a member of the student's family with whom they are in close contact (living in the same residence, etc.) has contracted Covid-19 or has any related condition therein.
- Conditions of employment or job change arising from the situation.
- ICT and connectivity and/or other technical difficulties.
- The student is care-taker for anyone vulnerable.
- The student provides services related to the situation (health ...).
- Any other situation generated within the context of the Covid-19 pandemic.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance to and participation during sessions	30%	0	0	1, 7, 16, 18, 17, 11, 21
Final output/individual work	35%	0	0	1, 7, 16, 18, 5, 6, 14, 13, 8, 9, 19, 12, 3, 4, 15, 20
Ongoing activities	35%	0	0	2, 16, 18, 8, 9, 12, 10, 3

Bibliography

Recommended bibliography (all of the reading on this list is not specifically linked to the activities in the course, but the list is useful for autonomous work). Specific bibliography to some of the activities will be given at the beginning of the course or during the course. Due to the rapid updates of webpages, a complementary list of links will be given at the beginning of the course.

- Alam, F., Stein, A., & Rosemberg, C.R. (2011). ["Te explicó qué quiere decir", "te digo cómo se llama". Interacciones niño-niño en torno a un 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>
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- 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 interculturelle.
- Borràs, E. & Moore, E. (2019). The plurilingual and multimodal management of participation and subject complexity in university CLIL teamwork. *English Language Teaching*, 12 (2), 100-112.
- 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, Víctor (2017). Un acercamiento etnográfico al estudio de las variedades lingüísticas de jóvenes latinoamericanos en Barcelona. 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. 151-169). Dublin, Ireland/Voillans, France: Research-publishing.net. DOI: <https://doi.org/10.14705/rpnet.2017.emmd2016.626>
- 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.
- Dooly, M. (2011). Divergent perceptions of telecollaborative language learning tasks: Tasks-as-workplans vs. task-as-process. *Language Learning & Technology*, 15(2): 69-91. Disponible [aquí](#).
- 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., & Davitova, N. (2018). ["What can we do to talk more?" Analysing language Learners' online interaction.](#) P. Seedhouse, O. Sert & U. Balaman (Eds.) *Hacettepe University Journal of Education, Special Issue: Conversation Analytic Studies on Teaching and Learning Practices: International Perspectives*, 33, 215-237.
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- Gandulfo, C., i Nussbaum, L. (2016). [Habla bilingüe y prácticas educativas: Perspectivas etnográficas e interaccionistas](#). *Signo y Señal*, 29, 5-10.
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- Llompart, J. & Moore, E. (2020). La reflexión para la didáctica lingüísticamente inclusiva. *Textos de Didáctica de la Lengua y la Literatura* 88, 55-60.
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Open Educational Resources (OER):

- Making Literacy Meaningful: Dooly, Melinda, Dolores Masats, Xavier Pascual & Claudia Vallejo. (2019). [FAQs about plurilingual Education: Key issues and some informed answers](#).
- Making Literacy Meaningful: Dooly, Melinda & Claudia Vallejo. (2019). [Teaching pronunciation across languages](#).

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- Making Literacy Meaningful: Dooly, Melinda & Claudia Vallejo. (2019). [Crear un ambient inclusiu per donar suport a l'aprenentatge de la llengua.](#)
- Making Literacy Meaningful: Dooly, Melinda & Claudia Vallejo. (2019). [First and other language acquisition: Activities for promotion of language learning across all levels.](#)
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- Making Literacy Meaningful: Pascual Calvo, Xavier. (2019). [La gestió de la diversitat lingüística a l'aula: un repte per al professorat.](#)
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