UAB
Universitat Autònoma de Barcelona

Plurilingual Education: Research Trends and Perspectives

Code: 43225
ECTS Credits: 6

2024/2025

Degree	Type	Year
4313815 Research in Education	OT	0

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Teachers

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Teaching groups languages

You can view this information at the end of this
document.

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 an understanding of research and its application to globalization and digital skills related to
  language learning.

Learning Outcomes

1. CA37 (Competence) Formulate a research problem in multilingualism together with its questions and
   goals.

2. CA38 (Competence) Make proposals for improvement and/or innovation projects in multilingualism grounded on research-based evidence.
3. KA36 (Knowledge) Describe the methodological approaches and designs in research on multilingual education.
4. KA37 (Knowledge) Identify lines of research in multilingualism.
5. KA38 (Knowledge) Identify problems and offer solutions for needs arising from multilingual contexts.
6. SA26 (Skill) Produce a comprehensive review of the scientific literature focused on multilingualism.
7. SA27 (Skill) Develop the most consistent design and methodology with the goals of multilingualism research.
8. SA28 (Skill) Design and conduct field work in multilingual contexts using suitable data collection instruments.

Content

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

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 plurilingual and intercultural education;
- Features of an integrated approach to plurilingual and intercultural education;
- The application of qualitative research to plurilingual education contexts (e.g. plurilingual interaction in the classroom, digital contexts, informal educational contexts);
- Research approaches to language learning contexts.

Activities and Methodology

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	

The guided learning process will be developed through the following phases of the module:

- Lectures/presentations by teachers.
- Reading of articles and other related resources.
- Analysis and discussion of articles and resources.

- Empirical activities: application of research concepts on classroom interactions; multilingual educational contexts; problem solving and cases.
- Development of the final product in group and oral presentation of the final output.
- Individual reflection on the contents of the module.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance to and participation during sessions	15%	0	0	CA37, CA38, KA37, KA38, SA28
Group work (case studies, oral defense, etc.)	50%	0	0	CA37, CA38, KA36, KA37, KA38, SA26, SA27, SA28
Individual reflection	35%	0	0	CA37, CA38, KA36, KA37, KA38, SA26, SA27, SA28

Evaluation criteria for the module (continued assessment)

Group work 50%

The following items will be taken into account:

- Critical reading of assigned texts and materials.
- Contributions to group work (e.g. case studies, etc.)
- Regular advancement of final output.
- Oral presentation of the case study. Dates between February 11, 18 & 25, 2025.

Individual (50%)

Attendance & participation 15%

The following items will be taken into account:

- Regular attendance;
- Punctuality & consistent full attendance;
- Demonstrative engagement with proposed activities during class;
- Collaboration with classmates;
- Facilitation and support of classmates' learning as well as own.

Final (individual) reflection (35%)

The final reflection consists of:

- The development of a written/oral reflection (format to be decided), carried out in class on the last day of the module (March 4th, 2025), in which the student proposes a practical application of one chosen theme from the class in a learning context (formal or non-formal) of their choice.
- The proposal should be theoretically and methodologically justified.

The following will be taken into account in the written reflection:

- Content: relevance of the theme, originality of the approach; inclusivity inthe proposal; demonstration of comprehensionof thecontents of the subject.
- Communicative and formal aspects: Coherent and understandable text that has all the characteristics of academic communication discourse and does not use discriminatory language.

Re-sit examination

Any student who has suspended the course can make it up sitting an exam consisting of two parts: written and oral. The date of the re-sit will be within 3 weeks following the end of the module. ***The highest possible mark for the re-sit exam is 5 out of 10.***

Single assessment

This course allows for a single assessment, although it is not advisable to take this option, especially considering the methodology followed in the course.

Any student opting for this method of evaluation should bear in mind the following:

- In order to apply for this assessment option, it is necessary to follow the deadlines and procedures established by Academic Management.
- It is necessary to attend 80% of the classes. In the event that students are unable to meet the established percentage of attendance, they will be able to sit the make-up exam if and when they have delivered at least 2/3 of the evaluation tasks (see next point). ***The highest possible mark for the re-sit exam is 5 out of 10.***
- The assessment activities are the same typology as the group work (e.g. delivery of drafts of the case study) however, they are carried out individually. These activities have the same weight as those of the continuous assessment.
- The date of delivery of tasks for the single assessment is the final day of class. Apart from delivery of the individualtasks,any student opting for single assessment must sit for the individual reflection which takes place on the final day of the module (March 4th, 2025).

Important:

In the event that irregularities are detected in the assessment activities (plagiarism, copying, etc.), the final grade for this subject will be 0. Anyone failing due to copying or plagiarism is excluded from any possibility of re-sit. It is considered copying if all or a large part of a colleague's work is reproduced, and the use of a text by any author as one's own, without proper citation of the sources, is considered plagiarism. This includes any published text in paper or in digital format available on the Internet. In the case of copying between two students, if it is not possible to determine who has copied whom, the sanction will be applied to both students.

Students are advised to consult this guide regarding how to avoid plagiarism.

Bibliography

Recommended bibliography (all of the reading on this list will not necessarily be used for the guided activities in the course, but the list is useful for group and individual work). Specific bibliography to some of the activities will be given at the beginning of the course or during the course. The links in this document will be updated at the beginning of the course, if necessary.

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- 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. https://doi.org/10.5565/rev/jtl3.424
- Antoniadou, V. & Dooly, M. (2017). Educational ethnography in blended learning environments. In E. Moore & M. Dooly (eds.) *Qualitative approaches to research on plurilingual education / Enfocaments qualitatius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe* (pp. 237-263). Research-publishing.net. DOI: https://doi.org/10.14705/rpnet.2017.emmd2016.626 (also available in Catalan)
- Ballena, C., Masats, D. & Unamuno, V. (2020). The transformation of language practices: Notes from the Wichi community of Los Lotes (Chaco, Argentina). In E. Moore, J. Bradley & J. Simpson (eds.), *Translanguaging as transformation: The collaborative construction of new linguistic realities* (pp.76-92). Multilingual Matters.
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- 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. https://doi.org/10.5539/elt.v12n2p100
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Recursos educatius oberts / Open Educational Resources (OER):

- Making Literacy Meaningful: Dooly, M, Masats, M., Pascual Calvo, X. & Vallejo, C. (2019). FAQs about plurilingual Education: Key issues and some informed answers.
- Making Literacy Meaningful: Dooly, M. & Vallejo, C. (2019). Teaching pronunciation across languages.
- Making Literacy Meaningful: Dooly, M. & Vallejo, C. (2019). Creatingan inclusive supportivelanguage environment.
- Making Literacy Meaningful: Dooly, M. & Vallejo, C.(2019). Crear un ambient inclusiu per donar suport a l'aprenentatge de la llengua.
- Making LiteracyMeaningful: Dooly, M. & Vallejo, C. (2019).First and other language acquisition: Activities for promotion of language learning across all levels.
- Making LiteracyMeaningful: Dooly, M. & Vallejo, C. (2019). Identifying and working with the different levels of linguistic competence of the newcomer.
- Making Literacy Meaningful: Pascual Calvo, X. (2019). La gestió de la diversitat lingüística a l'aula: un repte per al professorat.
- Making Literacy Meaningful: Pascual Calvo, X. (2019). Els primers passos vers l'escriptura: Entrevista a Maria Montes Valls.

Software

Technology used in this course:

- VLE Moodle
- Video editor (optional - for data analysis)
- Pdf reader
- Document editor
- Other platforms may be introduced according to the needs of the content. Their use will always be accompanied with explicit instructions as needed.

Language list

Name	Group	Language	Semester	Turn
(TEm) Theory (master)	1	Spanish	first semester	afternoon