



Style sheet - ENG

Symposium title: Teaching (for) Diversity: Multilingualism in Teacher Education

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Symposium format

- **Symposium Multimodal**

Symposium mode

- **Hybrid**

Sub-themes (multiple choices - delete the others):

- ☐ **LANGUAGE TEACHING AND LEARNING:** teacher education, curricula and education, classrooms, instruction, task-based learning, EAP, study abroad, (virtual) exchanges, materials and methods
- ☐ **LANGUAGES IN SOCIETY:** bilingualism, multilingualism, plurilingualism, multilingual classroom, translanguaging, literacy & literacies, heritage language, home language, migrants, deaf, sign/gesture

Short abstract in English (15 lignes) :

In the light of a holistic approach to multilingualism in education (Duarte & Günther-van der Meij 2018), teachers are considered to be of particular importance. Therefore, the aim of the symposium is to bring together researchers from different disciplines who explore the potentials of a holistic approach to multilingualism in teacher education. We welcome papers addressing any aspect related to allochthonous or autochthonous multilingualism in teacher education including empirical and theoretical studies across different countries, contexts, and phases of teacher education (pre-service and in-service). Papers may focus on teacher students, educators, universities, language policies, or instructional approaches to multilingualism in teacher education using various methodological approaches, including but not limited to interview studies, quantitative surveys, class observations, corpus analyses, action research, ethnographic research, case studies or small-scale interventions. We explicitly invite papers focusing on educating teachers for language diversity in the majority language classroom, but also in the minority, foreign and heritage language classroom as well as in sciences, math, social studies, and arts.

Argument:

Multilingualism is reality and normality in today's modern societies and results not only from migration, but also from minority constellations, diastatic and diglossic varieties, media and education. In all its forms, multilingualism can shape and sustain individual and group identity, facilitate cognitive processes and foster the acquisition of other languages (García &



Otheguy 2020; Goltsev & Bredthauer 2020). Current pedagogies address this issue and advocate for the integration of multilingualism in education on different levels ranging from language awareness approaches up to actively promoting the use of different languages in educational processes (Meier 2017). However, most educational institutions still tend to overlook the benefits of multilingualism and pursue monolingual conceptions and frameworks in their teaching (Putjata, Olfert & Romano 2016; Goltsev, Olfert & Putjata *accepted*). In the light of a holistic approach to multilingualism in education, i.e., usage of all linguistic resources as well as taking into account affective and cognitive aspects of multilingualism, teachers are considered to be of particular importance (Duarte & Günther-van der Meij 2018). Through their didactic actions, beliefs and knowledge, they can have a great influence on their students' learning outcomes and beliefs about the value of different languages and language practices. Therefore, it is essential to address the importance of multilingualism and to include the issue of language diversity already in teacher education.

The aim of the symposium is to bring together researchers from different disciplines who explore the potentials of a holistic approach to multilingualism in teacher education. We welcome papers addressing any aspect related to allochthonous or autochthonous multilingualism in teacher education including empirical and theoretical studies across different countries, contexts, and phases of teacher education (pre-service and in-service). Papers may focus on teacher students, educators, universities, language policies, or instructional approaches to multilingualism in teacher education using various methodological approaches, including but not limited to interview studies, quantitative surveys, class observations, corpus analyses, action research, ethnographic research, case studies or small-scale interventions. We explicitly invite papers focusing on educating teachers for language diversity in the majority language classroom, but also in the minority, foreign and heritage language classroom as well as in sciences, math, social studies, and arts.

Invited speakers:

Prof. Galina Putjata, Goethe University Frankfurt, Germany
Prof. Joana Duarte, University of Groningen, Netherlands

References:

Duarte, J. & Günther-van der Meij, M. (2018). A Holistic Model for Multilingualism in Education. In: EuroAmerican Journal of Applied Linguistics and Languages 5(2), 24-43.

García, O., & Otheguy, R. (2020). Plurilingualism and translanguaging. Commonalities and divergences. In: International Journal of Bilingual Education and Bilingualism 23 (1), 17-35.

Goltsev E., & Bredthauer, S. (2020). Preparing Prospective Teachers to Promote Multilingual Literacy: Curricular Possibilities in Teacher Training. In: Neokleous, G. et al. (eds.), Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms. Hershey PA: igi Global, 516-534.

Goltsev, E., Olfert, H., & Putjata, G.: Finding Spaces for all Languages. Teacher Educators' Perspectives on Multilingualism. Accepted for publication in: Language & Education.



Meier, G. S. (2017). The multilingual turn as a critical movement in education: Assumptions, challenges and a need for reflection. *Applied Linguistics Review* 8(1), 131-161.

Putjata, G., Olfert, H., & Romano, S. (2016). Mehrsprachigkeit als Kapital – Möglichkeiten und Grenzen des Moduls »Deutsch für Schülerinnen und Schüler mit Zuwanderungsgeschichte« in Nordrhein-Westfalen. In: *ÖDaF-Mitteilungen* 32(1), 34-44.