



Symposium title: Arts-based research approaches in Applied Language Studies: New methodologies opening up new perspectives on multilingualism?

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Symposium format:

- **Symposium Multimodal**

Symposium mode:

- **Hybrid**

Sub-themes:

- LANGUAGE TEACHING AND LEARNING: teacher education, curricula and education, classrooms, instruction, task-based learning, EAP, study abroad, (virtual) exchanges, materials and methods
- LINGUISTIC SOCIAL ISSUES: linguistic (in)justice, power, advocacy, attitude & bias, diversity-emancipation, discriminations, ethnicity and gender, ideology, language & social justice
- LANGUAGES IN SOCIETY: bilingualism, multilingualism, plurilingualism, multilingual classroom, translanguaging, literacy & literacies, heritage language, home language, migrants, deaf, sign/gesture
- RESEARCH: methods, approaches and (collaborative) practices

Abstract in English

Arts-based approaches are grounded on the creative expression of individuals and have gained importance in Applied Language Studies (Leavy, 2015; Merriam & Tisdell, 2016). In this symposium, we recognise them as “an effort to extend beyond the limiting constraints of discursive communication in order to express meanings that otherwise would be ineffable” (Barono & Eisner, 2012, p. 1) and as approaches that promote “methodological pluralism” (idem, p. 4).

Submissions should consider one or several different forms of art and arts-based methods in the teaching and learning of languages and in teacher education. We welcome contributions addressing multilingual pedagogies and how individuals reflect on societal and individual multilingualism and enhance their multilingual and multisemiotic repertoires. Contributors to this symposium should present an innovative empirical study on the themes mentioned above, report on their findings, and reflect on the potential and constraints of using arts-based approaches in Applied Language Studies.



Argument

Arts-based approaches are grounded on the creative expression of individuals and have gained importance in Applied Language Studies (Leavy, 2015; Merriam & Tisdell, 2016). In this symposium, we recognise them as “an effort to extend beyond the limiting constraints of discursive communication in order to express meanings that otherwise would be ineffable” (Barone & Eisner, 2012, p. 1) and as approaches that challenge the standardisation of research methodologies (idem, p. 2), promoting “methodological pluralism” (idem, p. 4).

We will bring together researchers exploring arts-based research methods and new meaning making techniques, bringing societal and/or individual multilingualism to the core of research. We challenge the logocentric research tradition in Applied Language Studies (see Block, 2014 on “lingualism”) and open up research to data collection strategies and meaning making methods that go beyond the use of words only. We acknowledge that meaning making involves a range of meaning containers that allows individuals to reflect on multilingualism as subjectively experienced (Kalaja & Melo-Pfeifer, 2019). Such methods have the potential to broaden what counts as data and evidence in Applied Language Studies, thus having the potential to open this field of inquiry to new research perspectives, new research objects, and new audiences. We therefore accept that “methodological innovations typically develop as research paradigms shift, new insights into the social world and research practices emerge, and theories are developed” (Leavy, 2015, p. 79).

Submissions considering one or several different forms of art (such as painting, sculpture, literature, architecture, cinema, music, and theater) and arts-based methods (including but not limited to theatre, performance, installations, drawing, vlogs, collage, poetry, etc.) in the teaching and learning of languages and in teacher education are welcome. We also welcome contributions dealing with multilingual pedagogies and with how individuals reflect on societal and individual multilingualism and enhance their multilingual and multisemiotic repertoires. Contributors to this symposium should present an innovative empirical study on the themes mentioned above, report on their findings, and reflect on the potential and constraints of using arts-based approaches in teaching, learning, research, and dissemination and publication of results.

References

- Barone, T. & Eisner, E. (2012). *Arts based research*. Los Angeles, CA: Sage.
- Block, D. (2014). Moving beyond “lingualism”: Multilingual embodiment and multimodality in SLA. In S. May (ed.), *The multilingual turn* (pp. 54–77). London: Routledge.
- Kalaja, P. & Melo-Pfeifer, S. (eds.) (2019). *Visualising multilingual lives. More than words*. Clevedon: Multilingual Matters.
- Leavy, P. (2020). *Method meets art. Arts-based research practice*. New York: The Guilford Press (3rd edition).



Merriam, S. & Tisdell, E. (2016). *Qualitative research. A guide to design and implementation*. San Francisco, CA: Jossey-Bass.