Capturing instances of plurilingualism and the evolution of language pedagogy

Abstract

Plurilingualism and cross-linguistic experiences are increasingly recognized as defining aspects of the language learning experience, reflecting both the diverse nature of societies and the creative potential of language-mediated activities (Piccardo, 2013; Piccardo et al., 2019). And yet, language educators continue to report feeling uncertain about how to effectively integrate a plurilingual dimension in their practices. Part of the answer to this challenge lies in providing evidence of what results when students are given the chance to step out of traditional monolingual approaches to language learning so that they may complete tasks while drawing and their full linguistic repertoire. This talk reports on research undertaken to explore writing processes and bi/pluriliteracy development amongst university students (Séror & Gentil, 2020) and the insights to be gained by documenting how students write in plurilingual ways and the impact on their development as writers. Implications focus on the directions for new pedagogies suggested by these real-life examples of students engaging in cross-linguistic events in digital spaces and the value of recycling these examples to support and illustrate to learners and educators the full potential of plural approaches to language development.

References


Biodata

Jérémie Séror is a full professor and Director of the Official Languages and Bilingualism Institute at the University of Ottawa. His research focuses on language socialization processes in plurilingual and pluricultural environments. His current projects explore the dynamics and impact of immersion programs in university settings, the development of bi/pluriliteracy, and the study of writing strategies and processes in digital spaces.