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Teachers’ views towards technology-mediated plurilingual practices: the TEMPLATE project

Perspectivas docentes sobre prácticas plurilingües mediadas por tecnología: el proyecto TEMPLATE

Perspectives docents sobre pràctiques plurilingües mediades per tecnologia: el projecte TEMPLATE

**ABSTRACT**: Multilingualism has been long-pursued by the European Union and encouraged through different policies (Council of Europe, 2001; Caliendo et al., 2019). Multilingualism-inspired pedagogies show multiple potential benefits (Hopp et al., 2020; Busse et al., 2020; Rosca and Sevilla-Pavón, 2021), but its implementation is not exempt from limitations and restraints. Technology has long supported and promoted learning in the foreign language classroom, and it can now serve multilingual pedagogies (Cutrim Schmid, 2014, 2018) and help overcome their challenges because of its flexibility and heterogeneity. The present study reports on the results obtained from the distribution of a questionnaire among 210 teachers from different European countries, which explore teachers’ views and attitudes on the use of technology-mediated plurilingual practices. The survey has been designed *ad hoc* and then distributed among in- and pre-service teachers across primary, secondary and tertiary levels in 8 European countries. Our final aim is to investigate to what extent to and how technology is integrated and helps plurilingual-inspired pedagogies. Results show that almost half of the participants (n=41.76%) report having implemented a digital activity that required the use of different languages. Further results look into the nature and characteristics of these plurilingual practices, as well as the extent technology is involved to in these activities concerning specific software as well as the devices used. Finally, teacher training implications derived from the results are discussed.

**KEYWORDS**: plurilingualism; multilingualism; ICT; digital competence; teacher training

**RESUMEN**: El multilingüismo ha sido largamente fomentado por la Unión Europea y promovido a través de diferentes políticas (Council of Europe, 2001; Caliendo et al., 2019). Las pedagogías inspiradas en el multilingüismo muestran múltiples potenciales beneficios (Hopp et al., 2020; Busse et al., 2020; Rosca y Sevilla-Pavón, 2021), pero su implementación no está exenta de limitaciones y condicionantes. La tecnología lleva mucho tiempo apoyando y promoviendo el aprendizaje en el aula de lenguas extranjeras, y ahora puede estar al servicio de las pedagogías multilingües (Cutrim Schmid, 2014, 2018) para ayudar a superar sus retos gracias a su flexibilidad y heterogeneidad. El presente estudio informa sobre los resultados obtenidos a partir de la distribución de un cuestionario entre 210 profesores de diferentes países europeos, que explora sus puntos de vista y actitudes sobre el uso de prácticas plurilingües mediadas por la tecnología. La encuesta se ha diseñado *ad hoc* y se ha distribuido entre profesores en activo y en formación de enseñanza primaria, secundaria y superior de 8 países europeos. Nuestro objetivo final es investigar hasta qué punto y cómo la tecnología se integra y ayuda a las pedagogías de inspiración plurilingüe. Los resultados muestran que casi la mitad de los participantes (n=41,76%) declaran haber implementado una actividad digital que requería el uso de diferentes lenguas. Entre los resultados adicionales, se analizan la naturaleza y las características de estas prácticas plurilingües, así como el grado de implicación de la tecnología en estas actividades en relación con el software específico y los dispositivos utilizados. Por último, se debate las implicaciones para la formación del profesorado derivadas de estos hallazgos.

**PALABRAS CLAVE**: plurilingüismo; multilingüismo; TICs; competencia digital; formación del profesorado

**RESUM**: El multilingüisme ha sigut llargament fomentat per la Unió Europea i promogut a través de diferents polítiques (Council of Europe, 2001; Caliendo et al., 2019). Les pedagogies inspirades en el multilingüisme mostren múltiples potencials beneficis (Hopp et al., 2020; Busse et al., 2020; Rosca i Sevilla-Pavó, 2021), però la seua implementació no està exempta de limitacions i condicionants. La tecnologia porta molt temps secundant i promovent l'aprenentatge a l'aula de llengües estrangeres, i ara pot estar al servei de les pedagogies multilingües (Cutrim Schmid, 2014, 2018) per a ajudar a superar els seus reptes gràcies a la seua flexibilitat i heterogeneïtat. El present estudi informa sobre els resultats obtinguts a partir de la distribució d'un qüestionari entre 210 professors de diferents països europeus, que explora els seus punts de vista i actituds sobre l'ús de pràctiques plurilingües mediades per tecnologia. L'enquesta s'ha dissenyat *ad hoc* i s'ha distribuït entre professors en actiu i en formació d'ensenyament primari, secundari i superior de 8 països europeus. El nostre objectiu final és investigar fins a quin punt i com la tecnologia s'integra i ajuda a les pedagogies d'inspiració plurilingüe. Els resultats mostren que gairebé la meitat dels participants (n=41,76%) declaren haver implementat una activitat digital que requeria l'ús de diferents llengües. Entre els resultats addicionals, s'analitzen la naturalesa i les característiques d'aquestes pràctiques plurilingües, així com el grau d'implicació de la tecnologia en aquestes activitats en relació amb el programari específic i els dispositius utilitzats. Finalment, s’hi debat les implicacions per la formació del professorat derivades d'aquestes troballes.

**PARAULES CLAU**: plurilingüisme; multilingüisme; TICs; cometència digital; formació del professorat

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| Practitioner notes***What is already known about this topic**** Plurilingual pedagogies have been said to show multiple potential benefits (for instance, to affirm the legitimacy and appropriateness of learners' plurilingual identities within the classroom). The European Union has long pursued and encouraged plurilingualism through different policies, even including it in the Common European Framework of Reference for Languages (CEFR).
* Previous literature has signaled technology as a chief piece for supporting plurilingualism in the classroom, relying on their flexibility and heterogeneity, through the development of technology-mediated plurilingual tasks.
* It is well-documented that primary and secondary school teachers often struggle to develop their digital competence and to include technology in the classroom effectively. While teacher training on the use of ICTs has been commonplace in the last decades, some scholars have evaluated the preparation received by teachers as inadequate, inappropriate, or irrelevant, for which a renewed approach is looked-for.

***What this paper adds**** Extent, frequency and purpose of the employment of technology to support teaching in language and CLIL teachers across primary and secondary schools across Europe, as well as their perceived degree of confidence with them.
* Degree and extent to which language and CLIL teachers in schools across Europe are aware of plurilingual-inspired practices. Proof that there is a gap in the information and resources available.
* Proof and description of actual plurilingual activities implemented by language and CLIL teachers in authentic contexts across Europe, and most, particularly, their relation with the use of technology.

***Implications for practice and/or policy**** Proof that there is an increasing interest towards and precedents of plurilingual-inspired practices in teaching.
* Need to supply the perceived gap of information and resources on technology-driven plurilingual practices.
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