

16.00-17.30 CET 5th June 2025

Beliefs on plurilingual education and plurilingual practices of language teachers: Main results from an international survey

<https://uni-hamburg.zoom.us/j/7615637791?pwd=eGY0NmZQcHIvTGdDNjJnOVFoWXpJZz09>

Sílvia Melo-Pfeifer, Christian Ollivier

This session will present the main results of the 2024 Erasmus+ Project PEP (Promouvoir l'Éducation Plurilingue) survey asking 800 language teachers in secondary schools and universities (mainly from Austria, France, Germany, Greece and Portugal) about their beliefs and practices in the field of plurilingual education. The project seeks to: i) contribute to a better knowledge of (self-reported) plurilingual practices in secondary schools and universities; ii) disseminate plurilingual practices; and, iii) develop the professional skills of (pre-service and in-service) language teachers.

Our talk will show what teachers think about plurilingualism and what say they do in teaching/learning and assessment, as well as what they would need in order to implement plurilingual practices more often, explicitly addressing language teachers' beliefs about European language policies. The results pinpoint that teachers acknowledge and value the cultural and societal benefits of plurilingualism, including intercultural dialogue, linguistic diversity, and social inclusion. The results also show that language teachers do sometimes incorporate multiple languages in classroom practices to foster comprehension, emotional engagement, and metalinguistic awareness. Nevertheless, plurilingual assessment practices remain limited, indicating a need for alignment between plurilingual teaching and evaluation. As a matter of fact, the evaluation of plurilingual competence remains a rather unexplored issue from a research perspective, which might hinder the integration of plurilingualism in pedagogical practices (Lenz & Berthele, 2010). Not surprisingly, teachers report significant challenges in the implementation of plurilingual practices, including insufficient institutional support, resources, specific training, and time.

The final discussion will focus on the importance of taking a holistic view on teachers' beliefs about plurilingualism in education, rather than the more common atomised perspective centered on how they perceive plurilingual pedagogies. We will gain an understanding of how beliefs in three domains (linguistic policies, pedagogical practices and plurilingual assessment) interact with each other, creating tensions and (dis)continuities, showcasing the internal contradictions that characterize teachers' beliefs.

Bios

Sílvia Melo-Pfeifer is full professor of French and Spanish Didactics at the University of Hamburg. She is a member of the research centers *Centro de Investigação Didática e Tecnologia na Formação de Formadores*) and *Literacy in Diversity Settings*. She has been exploiting the benefits of arts-based methods and pluralistic approaches in language (teacher) education. She coordinated the Erasmus Plus Projects *Local Linguistic Landscape for Global Language Education in the School Context*; *Covid, Migrants and Minorities in Teacher Education: A Fake News Observatory to promote Critical Thinking and Digital Literacy in Times of Crisis*; and *Building on Linguistic Diversity*. In 2024, she co-edited "Assessment of plurilingual competence and plurilingual learners in educational settings: Educative issues and empirical approaches" (by Routledge), together with Christian Ollivier.

Christian Ollivier is full professor of language education at the University of Reunion Island. He is a member of the Icare research lab, which he directed from 2020 to 2025. His research focuses on plurilingual education, the assessment of plurilingual competences, pedagogical approaches and the use of digital technologies. He is/was the coordinator of several international projects in these fields, such as e-lang and e-lang citizen (carried out at the European Center for Modern Languages of the Council of Europe), EVAL-IC (on the assessment of the plurilingual communicative competence) and PEP (Promouvoir l'éducation plurilingue). For more information: <http://www.christianoollivier.eu>.