

DPR
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**Education and
the striving
for dignity**

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Research in education across languages and cultures: voices of doctoral students from Portuguese-Speaking Countries and supervisors

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FCT Fundação para a Ciência e a Tecnologia
MINISTÉRIO DA CIÊNCIA, TECNOLOGIA E ENSINO SUPERIOR

cidtff
centro de investigação
Didática e Tecnologia na Formação de Formadores

 **dep**
universidade de aveiro
departamento de educação e psicologia

WHY THIS STUDY?



EUROMEC PROJECT



Research on language
policies in HE

Experience of advanced
research training

SOME CONTEXTUAL DATA



University of Aveiro

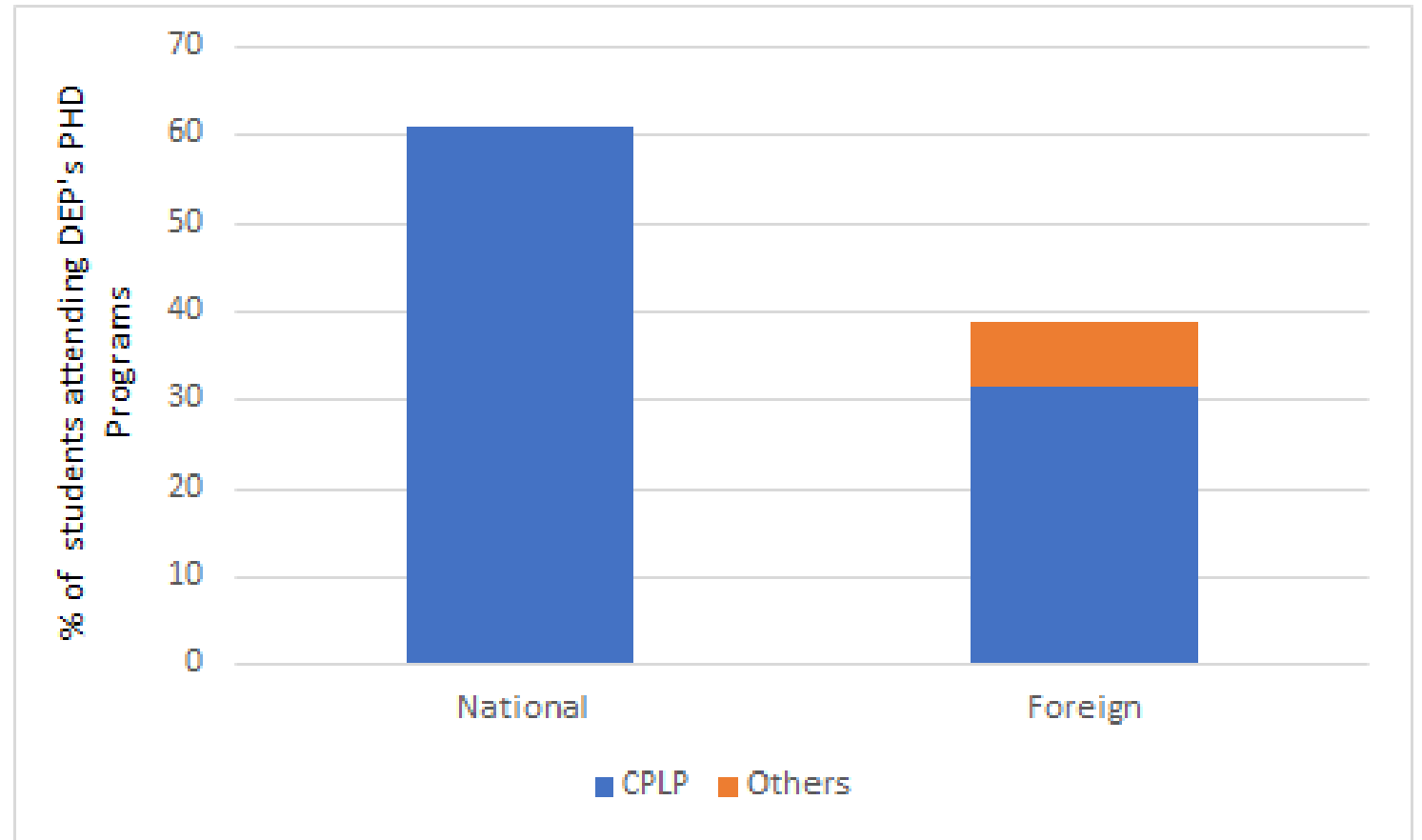
Cycle	Enrolled students	Foreign Students
1st Cycle	7364	206 (1,6%)
2nd Cycle	3479	373 (3%)
3rd Cycle	1757	536 (4,3%)
Total	12600	1115 (8,8%)

SOME CONTEXTUAL DATA



Department of Education and Psychology – 3rd Cycle

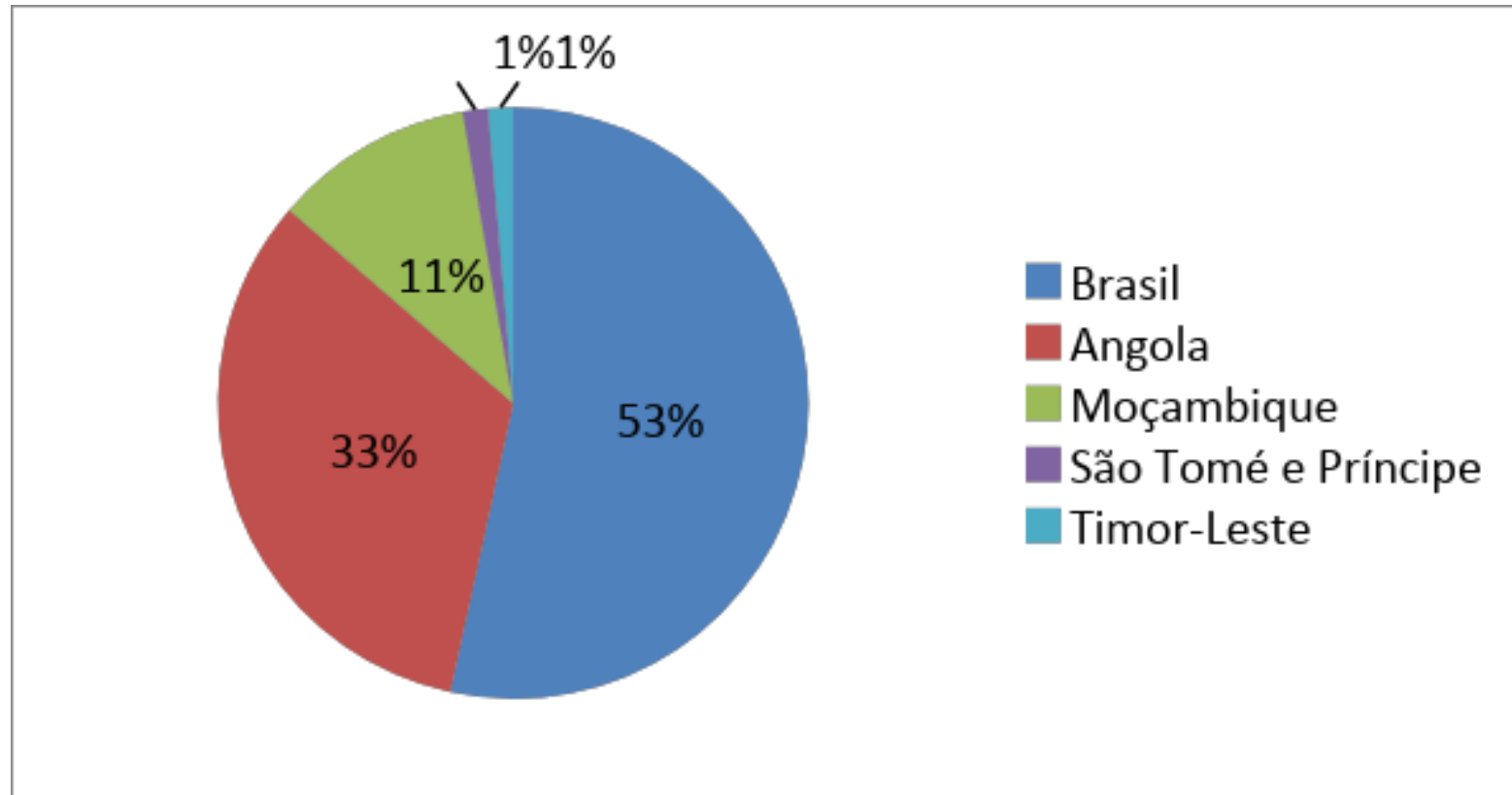
- Nº of students enrolled: 220
- Portuguese students: 134
- Foreign students: 86
- Students from CPLP: 74



SOME CONTEXTUAL DATA



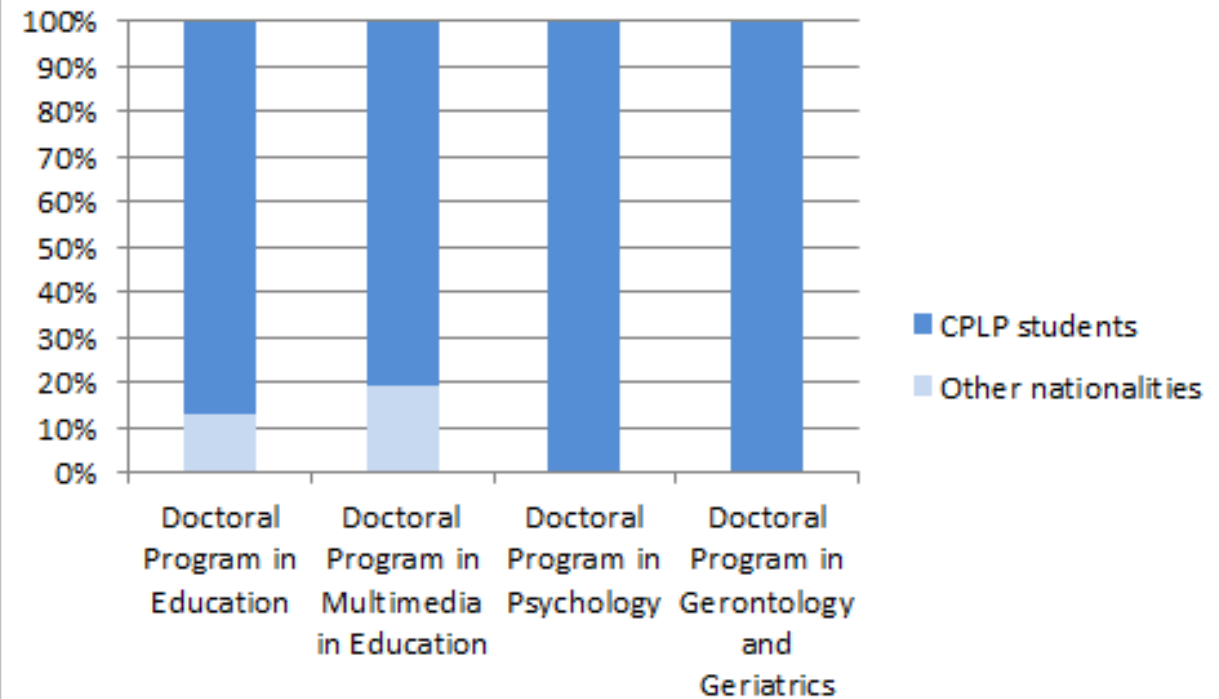
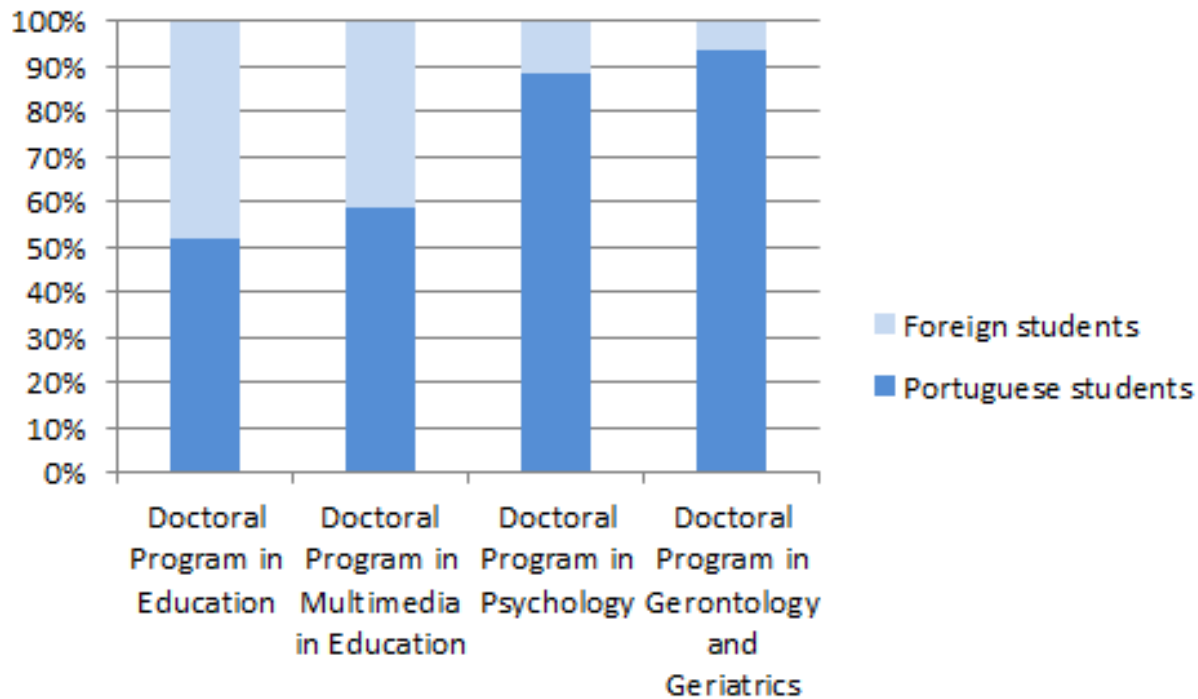
Department of Education and Psychology – 3rd Cycle



SOME CONTEXTUAL DATA



Department of Education and Psychology – 3rd Cycle

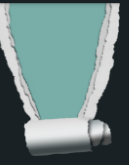


SOME QUESTIONS



- How is this space of contact with diversity lived by the actors of the Doctoral Programs - students, supervisors, teachers, coordinators of doctoral programs, department board, academic services?
- How do they value it as an opportunity to build a more pluralistic and more dynamic “intertextual networking” (McAlpine, 2012) and, consequently, a more “contextualized academic language” (Bartolomé, 1998) and knowledge?
- Which perceptions do they have concerning the value, functions, and possibilities offered by (linguistic and cultural) diversity to ongoing research?
- How do they value it as an opportunity for individual and institutional development?
- How do they value it as an opportunity to research development (epistemology, knowledge, social value, ...)?
- How are academic discourses understood and used in this context of diversity? How are (shared) “contextual frames” (Gumperz, 1982) achieved in this situation of diversity?

THE EUROMEC PROJECT



European Identity, Culture, Exchanges and Multilingualism” (EUROMEC)

Coordinator: Maria Stoicheva (Sofia University, Bulgaria)

Funding: Erasmus + (2014-2017)

Research Strands: RS1 – Identities and Democracy. Frameworks of identity constructions in Europe;
RS2 – New European young researchers’ identities; RS3 – Identities in urban contexts: The European multilingual city

Aims RS2 : to explore the experience of doing a doctorate in five European universities and one Chinese university, through the analytical lenses of ‘supervision’, ‘**language**’ and ‘identity’.

Byram, M., Stoicheva, M., et. al. (forthcoming). *The doctorate as experience in Europe and beyond. Supervision, Languages, Identity*. Routledge.

METHODOLOGY AND PARTICIPANTS



Type of study: Case study

Context: DEP PhD programmes

Data collection: In depth interviews

Participants: students, supervisors, doctoral programmes directors, examiners, director of Doctoral School



Doing a PhD in a context of linguistic and cultural diversity affects:

- interpersonal/supervisory relationships
- researcher's (personal, social, professional) development
- knowledge construction and dissemination

CHALLENGES



Languages ideologies and social representations

speaking “well” and writing “well” as a distinguishing mark of being a PhD

In the first phase of my project, I had to contact people to see if they would be willing to participate in the study and be interviewed. Since that contact was over the phone, I was terribly afraid that they would not take me seriously because of my accent. (AS8)

Some Brazilians do not write the way I do but others do so. You read articles from Brazilian colleagues and they write like us, with the exception of some words.... I do not have problems with different expressions but I do have problems with sentence construction. (AP9)

I tried to write my thesis with (European) Portuguese orthography and syntax. Actually, I’m struggling with that. (AS8)

CHALLENGES



Languages ideologies and social representations

Se respondeu SIM preencha o seguinte quadro (se respondeu NÃO passa para a questão 19).

Supervisor:
“Passe”

CHALLENGES



Reciprocal knowledge and comprehension

I think that just as we come to live here, to socialize, to learn the culture, teachers would also have that opportunity to better understand students' ways of thinking and certain attitudes ... people's attitudes are highly influenced by their social context. Where one has grown up, where one lives (AS6_00:40:27)

[data collection discussion]

Supervisor proposal: focus group with different educational actors (school director, teachers, pedagogical director).

PhD student (from Angola, a few days later): *That is not a good idea. People are not used to speak in public. They will not say anything at all. They will be afraid about what the other will think about him/her. They prefer not to speak. An individual interview would be better.*

CHALLENGES



Reciprocal knowledge and comprehension

Em que situação se encontram seu pai e sua mãe na profissão que exercem?

Situação na Profissão/ocupação	Pai	Mãe
1-Empregador (dono de oficina, estabelecimento, com empregados ...)		
2-Trabalhador por conta própria		
3-Trabalhador por conta de outrem (empregado)		
4- Desempregado		
5- Outra situação. Qual?		

Supervisor:
As alternativas colocadas não captam toda a informação. Sugiro uso da Classificação Portuguesa das Profissões.



Heterogeneity of academic paths

They come from different realities which are not aligned with those of our students....
They have a different academic background from what we are used to. I think that in some dimensions they are below average, but not in others. (AP8)

Many of them have difficulties not only in academic writing but also in the Portuguese language. (AP8)



Intercultural Communicative Competence

It's good to work in a multicultural context... A new way of doing, of thinking, of relating to people. (AS6)

The greatest point of the PhD was the possibility of working with so many different people, of knowing different cultures that seems to pull people away but in fact bring us closer. (AS2)

Collaboration was a new experience. I did not bring this practice from Asia where there is no room for critical argumentation. (AS7)

CHALLENGES



Academic discourses, norms, terminologies and translation

When I met with my supervisor I did not understand and it is very frustrating when someone talks to you and you do not understand. (AS12)

A triple work ... there are many languages in my head now. (AS7 who must deal with Indonesian, Portuguese and English)

I developed the ability of using Portuguese in a scientific way. (AS7)

When importing English terminology to my research, namely in the construction of the data collection instruments, there are several aspects that I must think about such as “maybe people will not understand what I mean”. (AS5)

INTERVENTION AXES



- Education of academia
- Support in academic languages and discourses
- Internationalisation of PhD programmes



....a gente entra em doutoramento... lê muito, e escreve. É um processo de aprendizagem da linguagem, da maneira de pensar e fazer daquela tribo. mas eu quero trazer moçambique para a comunidade científica ... e isso é... acho que é ... está a acontecer... sim... a tal tentativa de trazer o contexto moçambicano para a investigação. (AS6)

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