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Center for Educational Research
on Languages and Literacies



Exploring pre-service language teachers' beliefs about plurilingualism through arts-based approaches: writing (about) plurilingual poetry

In this talk, I use “poetic research,” a qualitative approach that integrates poetry within social science investigations (Prendergast, 2009). Here, “poetic investigation” serves three roles (Melo-Pfeifer, forthcoming): as a process of multilingual creation and identity exploration; as a prompt for reflection on language, plurilingualism, and creativity; and as an analytical corpus, where I examine both the poetry and the reflections it inspires.

By engaging 37 French and Spanish pre-service teachers in Germany in writing and analyzing plurilingual poetry, this study leverages an arts-based methodology to uncover their beliefs towards plurilingualism. Data was collected through reflective posts on a discussion forum and the poetry itself, during a master seminar on plurilingual education. Findings reveal that the creative act of blending languages in poetry provides a powerful avenue for the participants to reflect on their own plurilingual identities, challenge monolingual biases, and gain appreciation for the fluid nature of language use. I end this talk with a reflection on the participants' beliefs about plurilingualism that influenced their language use during the production of plurilingual poetry.

SPEAKER

PROF. DR. SÍLVIA MELO-PFEIFER

Sílvia Melo-Pfeifer, PhD, is Full Professor of Foreign Language Teacher Education at the University of Hamburg (Germany). She is part of the research centers LiDS (Literacy in Diversity Settings, Germany) and CIDTFF (Centro de Investigação Didática e Tecnologia na Formação de Formadores, Portugal). She carries out research on pluralistic approaches to language learning and teaching, on heritage language education, and on foreign language teacher education.



DATE

Nov., 25th, 2024

TIME

3:00-4:30pm

PLACE

In-person at OISE (11-244)
and online - [click to Register](#)

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