Doctoral School

GREIP

GRUP DE RECERCA EN EDUCACIÓ, INTERACCIÓ I PLURINGÜISME
GRUP D'INVESTIGACIÓ EN EDUCACIÓ, INTERACCIÓ I PLURILINGÜISME
GRUP DE RECERCA EN EDUCACIÓ, INTERACCIÓ I PLURILINGÜISME

SCHEDULE

Doctoral School 2025

Venue: G6/202 Master Seminar 4 (Building G6, 2nd floor)
Faculty of Education – Autonomous University of Barcelona

Date: 5,6 and 7 of February.

	DAY 1 05-feb	DAY 2 06-feb	DAY 3 07-feb
	TALK (English)	**TALK** (English)	**TALK** (English)
3:00 – 3:30 pm	**WELCOME**	**Dr. Meike Wernicke & Sadia Shad** Researcher positionality – guiding our questions, our process, and the collective construction of knowledge	**Dr. Florence Bonacina-Pugh** Exploring 'practiced language policies'
3:30 – 4:45 pm	**Dr. Euline Cutrim Schmid** Unpacking Teacher Development in Telecollaborative Plurilingual Pedagogy: A Collaborative Qualitative Exploration		
		COFFEE BREAK 4:15 – 4:45 pm	**COFFEE BREAK** 4:15 – 4:45 pm
4:45 – 5:15 pm	**COFFEE BREAK**	**Student Presentation** 4:45 – 5:15 pm	**Research Dilemma Hackathon** 4:45 – 5:30 pm
5:15 – 5:45 pm	**Student Presentation**	Discussion of paper & feedback 5:15 – 5:45 pm	**Student Discussants: Summary of Day** 5:30 – 5:45 pm
5:45 – 6:15 pm	Discussion of paper & feedback	**Student Discussants: Summary of Day** 5:45 – 6:00 pm	**Closure** 5:45 – 6:00 pm
6:15 – 6:30 pm	**Student Discussants: Summary of Day**		

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Talk 1 – February 5th

Unpacking Teacher Development in Telecollaborative Plurilingual Pedagogy: A Collaborative Qualitative Exploration

This presentation explores the use of qualitative research methods in collaboration with teachers, drawing on small-scale projects conducted within the TEMPLATE (Technology-Mediated Plurilingual Activities for (language) Teacher Education) initiative. Funded under the Erasmus+ KA2 Programme (2020–2023), this European project aimed to strengthen teacher competencies in implementing telecollaborative plurilingual pedagogy, addressing a notable gap in both academic research and practice. Although virtual exchanges are inherently linked to plurilingualism, particularly in lingua franca contexts, this connection remains underexplored. To investigate this, a range of qualitative methods was employed, including classroom observations and field notes, video-recording of online workshops and reflective sessions, teacher collaboration notes, in-depth individual interviews, focus groups, and the analysis of lesson plans and teaching materials. By sharing findings from these projects, the presentation illustrates how these methods were applied to examine teacher development and their impact on classroom practices. Participants will gain insights into the benefits and challenges of collaborative research with teachers and the methodological approaches used to capture nuanced aspects of teaching and learning. This session will provide practical advice for designing and conducting qualitative research in educational settings while ensuring meaningful collaboration with practitioners.

Dr. Euline Cutrim Schmid is full Professor of applied linguistics and TEFL and Chair of the English Department at the University of Education Schwäbisch Gmünd in Germany. She has conducted research in the areas of computer-assisted language learning, language teacher education and plurilingual approaches to foreign language teaching and learning. Her work can be found in journals such as Language Learning and Technology, ReCALL, CALL, System, Innovation in Language Learning and Teaching, and Applied Linguistics Review. Her most recent books include Teacher Education in Computer Assisted Language Learning (Bloomsbury, 2019) and Teaching Languages with Technology (Bloomsbury, 2014, with Shona Whyte).

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SPEAKERS

Researcher positionality – guiding our questions, our process, and the collective construction of knowledge

Who we are as researchers, and why and for whom we are doing this work, are central questions of every research process. In this presentation, we draw on a framework that helps us to examine our researcher positionalities in the qualitative race-centered research we are currently undertaking, in a thoughtful, rigorous, and intentional manner (Milner, Singer, Parks, Murray, & Lane-Bonds, 2024). In our work, we conceptualize race as physically, socially, and historically constructed and as a normal yet often invisiblized reality of daily life (Ladson-Billings, 2022). We, therefore, see our narrative inquiry as requiring a broad consideration of "the self, the self in relation to others, and community, systems and institution[ions]" (Milner et al., p. 4), given its focus on raciolinguistic ideologies and multilingual identities in French language education. In this talk, we discuss the methodological decisions and interactions of our study with French language teacher candidates and their instructors in Western Canada across three stages: study design, data generation, and knowledge construction and dissemination. For each stage, we focus on various dimensions of our researcher positionalities and the way these have informed and are continuing to shape the collective construction of knowledge from our particular perspectives, identities, and experiences. We hope this presentation encourages deeper reflection, especially for emerging researchers, on what it means to undertake research that seeks to disrupt entrenched monolingual and raciolinguistic ideologies while advocating for pluri/multilingual approaches in second language teaching.

Dr. Meike Wernicke is an associate professor in the Faculty of Education at the University of British Columbia. Her research with French language teachers in minority language settings engages critical questions on teacher professional learning, teacher identity, and language-in-education policies related to language use, instructional practice, and discursive processes that inform raciolinguistic ideologies and exclusion and educational settings. Her current research projects

focus on multilingualism and decolonial approaches to center local Indigenous language reclamation and critical intercultural pedagogies in second language teacher education.

Her research in international contexts has included collaborations at the European Centre for Modern Languages of the Council of Europe (ECML) in Graz, Austria, and a project on multilingualism in teacher education with the Koordinierungsstelle für Mehrsprachigkeit und sprachliche Bildung at Universität Hamburg, Germany. In Canada she has collaborated in multi-institutional projects coordinated by the Canadian Association of Second Language Teachers on teacher professionalization in French language education, as well as projects on curriculum implementation and the integration of decolonizing approaches and Indigenous knowledges in French language education. She is past program coordinator for the French Master of Education in Modern Languages and UBC's Institut de français in Quebec City (2016-2023) and served on the executive of the Canadian Association of Applied Linguistics (2016-2020) and the Vancouver German School (2013-2018).

Sadia Shad is a PhD candidate in the Department of Language and Literacy Education at the University of British Columbia. Her research and teaching interests include second language/teacher education, teacher identity, decolonial and antiracist pedagogies, multi/intercultural education, language ideologies, and discourse analytic approaches. Driven by a deep commitment to equity and social justice in language education and beyond, Sadia has co-facilitated LLED Antiracist Caucuses and is a founding member of the Global Research Collective for Anti-Oppressive Practices in Language Education at UBC.

Talk 3 – February 7th

Exploring 'practiced language policies'

The "Empirical turn" (Johnson and Ricento, 2013) in language policy research has seen a strong emphasis on 'agency' (e.g. Bouchard and Glasgow, 2019; Liddicoat & Taylor-Leech, 2021) and on micro-level ethnographic investigations of language policy processes (e.g. McCarty, 2011). In this talk, I will present the concept of 'practiced language policies' (Bonacina-Pugh, 2012) and how it has contributed to advancing the Empirical turn in language policy research. Drawing on a Conversation Analysis of multiple sets of interactional data I have collected over the years in multilingual educational settings, I will shed light on what can be referred as the 'practical' approach to language policy research (Bonacina-Pugh, 2020), what is meant by 'practice' in this line of research, and how it can be integrated in a broader investigation of language policy as text, discourse and practice. I will also share my recent reflections on the dynamic nature of practiced language policies (Bonacina-Pugh, 2024) and how it may impact the way we research practiced language policies. Finally, I will show how the concept of 'practiced language policy' has recently been adopted and developed in a variety of domains other than that of education, such as the home, online communication, the workplace, healthcare settings and public spaces.

Bonacina-Pugh, F. (Ed.). (2024). *Language Policy as Practice: Advancing the Empirical Turn in Language Policy Research.* Palgrave.

Bonacina-Pugh, F. (2020). Legitimizing multilingual practices in the classroom: The role of the 'practiced language policy'. *International Journal of Bilingual Education and Bilingualism, 23*(4), 434-448.

Bonacina-Pugh, F. (2012). Researching 'practiced language policies': Insights from Conversation Analysis. *Language Policy, 11* (3), 213-234.

Bouchard, J., & Glasgow, G. P. (Eds.) (2019). *Agency in Language Policy and Planning: Critical Inquiries*. Routledge.

Johnson, D. C., & Ricento, T. (2013). Conceptual and theoretical perspectives in language planning and policy: Situating the ethnography of language policy. *International Journal of the Sociology of Language, 219,* 7-21.

Liddicoat, A. J., & Taylor-Leech, K. (2021). Agency in language planning and policy. *Current Issues in Language Planning, 22* (1-2), 1-18.

McCarty, T. L. (Ed.). (2011). *Ethnography and Language Policy*. Routledge.

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Dr. Florence Bonacina-Pugh, PhD, is Senior Lecturer/Associate Professor in Language Education and co-director of the Language, Interculturality and Literacies research hub at the Moray House School of Education and Sport at The University of Edinburgh, Scotland, UK. She is the co-founder and co-chair of the Language Policy Special Interest Group of the British Association of Applied Linguistics. She also serves as Associate Editor and Book review co-editor for the journal *Language Policy*. Florence investigates issues around multilingualism, language policy and language education. She has recently published "Language Policy as Practice: Advancing the Empirical Turn in Language Policy Research" with Palgrave.

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OPENING

3:00 PM – 3: 15 PM

Vice Dean Welcome

3:15 PM – 3:30 PM

Presentation of Programme

3:30 PM – 4:45 PM

Talk 1

Unpacking Teacher Development in Telecollaborative Plurilingual Pedagogy: A Collaborative Qualitative Exploration

Dr. Euline Cutrim Schmid, University of Education Schwäbisch Gmünd (Germany)

4:45 PM – 5:15 PM

BREAK ☕

5:15 PM – 5:45 PM

Student Presentation

5:45 PM – 6:15 PM

Discussion of paper – Feedback

6:15 PM – 6:30 PM

Student Discussants: Summary of Day

SCHEDULE

DAY 2

Doctoral School

WELCOME

3:00 PM – 4:15PM

Talk 2

Researcher positionality – guiding our questions, our process, and the collective construction of knowledge

Dr. Meike Wernicke & Sadia Shad,
University of British Columbia (Canada)

4:15 PM – 4:45 PM

BREAK ☕

4:45 PM – 5:15 PM

Student Presentation

5:15 PM – 5:45 PM

Discussion of paper - Feedback

5:45 PM – 6:00 PM

Student Discussants: Summary of Day 2

SCHEDULE

WELCOME

3:00 PM - 4:15PM

Talk 3

Exploring 'practiced language policies'

Dr. Florence Bonacina-Pugh, University of Edinburgh (Scotland)

4:15 PM - 4:45 PM

BREAK ☕

4:45 PM - 5:30 PM

Research Dilemma Hackathon

5:30 PM - 5:45 PM

Student Discussants: Summary of Day 3

5:45 PM - 6:00 PM

Closure