

Nicola Morea (University of Cambridge, United Kingdom)

Pre-Service Teachers' Beliefs about Multilingualism, Multilingual Pedagogies and Inclusive Teaching



With increased diversity in our schools, today more than ever, it is necessary for all teachers to recognise, respond to and value the linguistic diversity of their students and embed opportunities for them to explore, appreciate and develop their linguistic repertoire. However, this necessity requires teachers to both hold positive beliefs towards multilingualism and develop an awareness of multilingual pedagogical approaches, a process in which, this paper argues, teacher education is of central importance.

Although research generally recognises the important role that teachers' beliefs play in shaping practice, and despite a growing research interest in teachers' beliefs about multilingualism, pre-service teachers' beliefs about multilingualism in a traditionally monolingual context like England, the site for this research, remain an under-researched area. Using Q methodology, a methodology mixing quantitative and qualitative analysis, this talk seeks to identify shared viewpoints about multilingualism and multilingual teaching practices held by pre-service teachers in England at the start of their training. Specifically, 51 pre-service teachers sorted two sets of 30 statements about multilingualism (adapted from Lundberg 2019) onto two predefined grids, based on their level of agreement.

The first set of statements reflected different views about multilingualism more broadly, whilst the second focused on linguistically inclusive school and classroom practices. Using factorial analysis, three distinct belief profiles emerged from the first activity, and two from the second. A qualitative analysis of these profiles revealed that, whilst some participants expressed a positive and all-encompassing view of multilingualism and an eagerness to experiment with linguistically inclusive practices, others still held more conservative views, considering English schools and English society as fundamentally monolingual, and opposing linguistically inclusive teaching approaches. In discussing the implications of the study findings, references will be made to an intervention designed to increase pre-service teachers' understanding of multilingualism and multilingual pedagogies, whose effectiveness is being tested as part of a larger research project.



6th Saarbrücken International Conference on Foreign Language Teaching
6. Internationale Saarbrücker Fremdsprachentagung
6e Congrès international sarrebruckois de l'enseignement des langues étrangères
27 - 29 October 2021 / 27 - 29 Oktober 2021 / 27 - 29 octobre 2021

Keywords: *Multilingualism, Teachers' Beliefs, Multilingual Pedagogies, Teacher Education, Q Methodology*

Biodata

Nicola Morea is a third-year PhD student at the Faculty of Education of the University of Cambridge. Through his mixed-methods, doctoral research, Nicola is exploring the intersections between pre-service teachers' multilingual identities and beliefs about multilingualism, together with the role that teacher education and training providers can play in supporting future teachers' confidence in teaching in linguistically diverse contexts. Nicola completed a Master's in Second Language Education at the University of Cambridge with distinction and has worked as a foreign language teacher in secondary schools in England for several years.

Contact Data

Mr Nicola Morea

PhD Student

University of Cambridge, United Kingdom

Email: nm613@cam.ac.uk