

CETAPS / TEALS
6th Advanced Research Seminar

Date: 9 February 2022 - **Time:** 09.30 to 16.00

Venue: Zoom

Opening Keynote:

Educating teachers for global citizenship in Portugal: from envisioning to enacting

Mónica Lourenço
University of Aveiro, Portugal

Global citizenship education (GCE) has become a buzzword in national and international discourses. In Portugal, GCE gained momentum in the second decade of the 21st century, following extensive education policy reforms to define students' expected profile, confer more autonomy to schools, and reintroduce citizenship issues in the curriculum. Yet, while the language of GCE has been slowly entering Portuguese schools, for many teachers GCE is still an elusive term or considered too complex and controversial to be dealt with in the classroom. This has created a gap between school curricula that increasingly include GCE content (e.g., sustainability, gender equality, responsible participation), on the one hand, and teachers who are rarely confident in teaching topics related to this field, on the other.

Addressing this context, in a first part of this presentation, I will trace back the origins of GCE in Portugal, identifying the main actors and conceptualizations surrounding the term. Then, in a second part, I will focus on the role of higher education institutions in preparing (prospective) teachers for GCE. Supported by recent research conducted with pre-service and in-service generalist and language teachers, I will explore how they envision and enact GCE (e.g., the approaches they use, the learning goals they define, the opportunities they encounter in Portuguese curricula, as well as the challenges and dilemmas they face). Finally, I will underline the potential of communities of practice, as collaborative spaces bringing together teachers and other educational actors, to promote teacher agency and develop transformative processes in the school.



Mónica Lourenço is a researcher and teacher educator at the University of Aveiro, Portugal. She has a PhD in Didactics and Teacher Education and over 15 years of experience teaching and supervising students in the field of language education and early language learning. She is co-convenor of the Special Interest Group on Teacher Education of the Academic Network on Global Education and Learning ([ANGEL](#)) and founder and coordinator of the community of practice [FOCO CG – Formar e Colaborar para a Cidadania Global](#). Her main research interests include global citizenship education, teacher education and plurilingualism.

Closing Keynote:

DLC artefacts in teacher education: engaging teachers with multilingualism

Nayr Ibrahim

Nord University, Norway

As linguistic diversity in society and schools around the globe increases, teachers are confronted with the reality of linguistically and culturally diverse classrooms. However, teachers are not always trained to understand multilingualism or encouraged to identify as multilingual due to monolingualizing processes that have penetrated and structured education systems and ideologies. They are seldom required to reflect on, explore and engage with their own multilingualism, which forms the basis for a subjectively lived and experiential approach to educating teachers, and constitutes key first steps in raising the critical awareness of their role in including multilingual pedagogical practices in their future classrooms.

In this session, I will first give an overview of research on teachers' perspectives on multilingualism. I will then present a study of pre-service teachers' engagement with own multilingualism in Norway. Embedded in an arts-based visual methodology, this study uses the concept of Dominant Language Constellations (DLCs) as both a theoretical underpinning and a creative qualitative tool for collecting data. The process of constructing a DLC artefact representing their language identities, gives the student teachers agency in exploring their relationship with their languages. The fourteen DLC artefacts and subsequent written reflections are analysed as multimodal meaning-making, where the object, the image and the written narratives interact to convey one message around subjectively lived multilingualism. Finally, we will look at individual DLC artefacts as metaphorical objects and discuss their potential for engaging teachers with multilingualism in teacher education programs and their implications for classroom practice.



Nayr Ibrahim is Associate Professor of English Subject Pedagogy at Nord University in Norway. She has over 25 years of experience in English and bilingual education in Portugal, Paris, Cairo, Hong Kong and Norway. Nayr holds a PhD in trilingualism, trilliteracy and identity from the University of Reading. She has participated in various EU projects on multilingualism, including reviewing the EU's *Key Competencies for Lifelong Learning* (2018). Her publications include *Teaching Children How to Learn* with Gail Ellis, and her research interests are early language learning, bi/multilingualism, multiple literacies, language and identity, learning to learn, children's literature and children's rights.