

Researcher

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Title of Project

Towards Educational Reform: Examining the Ecological
Dynamics of Technology-Mediated Plurilingual (TMP)
in Language Teacher Education

Research Supervisor

Prof. Angelica Galante
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**TIRF Research Topic Investigated**

Plurilingualism in Business, Industry, the Professions, and Educational Contexts

Bio

Lana F. Zeaiter is a Ph.D. candidate in Educational Studies at McGill University, Canada. With over a decade of experience teaching English and French as additional and foreign languages, her Ph.D. research employs innovative methodologies to explore the training of language teacher candidates in technology-mediated plurilingualism. You can find her full research profile on her academic website: www.lanazeaiter.ca.

Project Summary

In response to the evolving educational landscape of linguistic tensions coupled with the exacerbated effects of the COVID-19 pandemic, my doctoral dissertation explores the intersection of plurilingualism and educational technology within contemporary language teacher education programs. Specifically, it examines the perceptions and practices of English as a Second Language (ESL) teacher candidates towards technology-mediated plurilingualism (TMP) (Cutler & Røyneland, 2018; Séror, 2022). This study addresses a significant gap in teacher preparation and professional development by highlighting pedagogical practices that recognize linguistic diversity and integrate students' digital practices. My doctoral dissertation encompasses three interconnected studies guided by theoretical frameworks of plurilingualism, technology-mediated language learning, and the ecological model. I collected data from language teacher candidates through demographic questionnaires, semi-structured interviews, reflections, and lesson plans to investigate the influences shaping their perceptions and how they navigate them to develop TMP competence. This research contributes to understanding the dynamics shaping language teacher training, aiming to inform the development of research-based strategies for language teacher preparation programs. Anticipated results include an expanded focus beyond individual teacher candidates to encompass a spectrum of physical and contextual factors that shape the reality of the language classroom. In employing innovative methodologies such as the ecological model and rhizomatic, not previously utilized in the context of TMP, this study addresses mainly one of TIRF's current research priorities: Plurilingualism in Educational Contexts. The findings will be available on my academic website, offering language educators and a broader audience valuable insight into supporting students from diverse linguistic and cultural backgrounds.