

CV - André Storto

PERSONAL DETAILS

Date of birth 29.05.1965
Gender Male
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Current profession PhD Candidate - University of Bergen

EDUCATION / ACADEMIC QUALIFICATIONS

2016-08 - 2017-01 Brasil - Degree: Other Special Pedagogical Training Program for Teachers Faculty / Department: Faculdade Paulista São José Credits: 1400 hours Grade: Certificate
Complementary Pedagogical Training for Teaching Degree in English, in accordance with Resolution no. 02, of 07/01/2015, of the National Education Council.

2013-02 - 2015-11 Universidade Estadual de Campinas - Unicamp, Brazil. - Degree: Master Applied Linguistics Faculty / Department: Instituto dos Estudos da Linguagem
Title of dissertation: "Discourses on Bilingualism and Bilingual Education: The Perspective of the Schools".

1999-01 - 1999-06 Saint George International - Degree: Other TESOL Certificate
Teaching English for Speakers of Other Languages.
Certificate issued by Trinity College, London.

1983-01 - 1988-11 University of São Paulo - USP, São Paulo/Brazil. - Degree: Bachelor English Language and English and North-American Literature Faculty / Department: Faculdade de Filosofia, Letras e Ciências Humanas

WORK EXPERIENCE

2018-08 - University of Bergen, Norway Job: PhD candidate
Member of the Ungspråk research team which investigates multilingualism and intercultural competence among lower secondary school pupils in Norway. I am also part of the research group Multilingualism on my mind, dedicated to exploring multilingualism in education.

2022-02 - 2022-08 University of Granada, Spain Job: Visiting Professor
Visiting professor in the Dep. of English and German Philology at the University of Granada, Spain. I taught English for Academic purposes at a bachelor's level in the courses of "Inglés Turístico Avanzado" (Advanced English for Tourism) and "Inglés para Medicina" (English for Medicine). Institution abroad

2018-01 - 2018-07 Colégio Santo Américo, São Paulo, Brasil. Job: Full-time English teacher
Working as a full-time teacher in a renowned private school, I was in charge of four classes in the first year of high-school. I successfully prepared students for their university entry exams. Institution abroad

2017-08 - 2017-12 Universidade Estadual de Campinas - Unicamp, Brasil. Job: Lecturer on English for Academic Purposes
Lecturer on EAP as part of the program "Inglês sem Fronteiras" (English without borders), run by the Brazilian Ministry of Education. I taught academic writing for university students in various areas of expertise. Institution abroad

2013-03 - 2015-02 Faculdade de Tecnologia - FATEC, São Paulo, Brasil. Job: Lecturer on English for Special Purposes
ESP teacher for graduate students in Systems Development and Analysis and Industrial Welding. I was in charge of putting together and teaching the courses. Institution abroad

2004-08 - 2012-08 Associação Alumni - São Paulo, Brasil. Job: EFL Teacher
I taught students from all levels and age groups. My duties also included teaching for proficiency tests and conducting placement exams. Institution abroad

2003-08 - 2004-08 St. Hilda's English School - Saronno, Italy. Job: EFL Teacher
English tutor for in-house and high-school students from Istituto Orsolino di Saronno. Institution abroad

TEACHING / MENTOR QUALIFICATIONS

2018-09 - 2021-05 University of Bergen Subject: Master's Supervision
General description of role as supervisor at Master's level:

- Recommend appropriate methods for data collection and analysis.
- Guide candidate in the design of appropriate research instruments.
- Guide candidate in the design of adequate and achievable research questions.
- Recommend relevant literature.
- Orient and give feedback to the candidate throughout the whole research process.
- Orient and give feedback to candidate's writing of the thesis, with emphasis on academic writing.
- Provide candidate with support and guidance for the completion of the theses within the deadline.
- Build a collaborative rapport between supervisor and candidate.

2018-08 - 2021-02 University of Bergen Subject: Master's Supervision
As part of my PhD duties, I supervise Master students, assisting them with literature review, data collection and analysis and planning and writing their Master theses.

2019-01 - 2021-01 University of Bergen Subject: ENGD1201 - "Fagdidaktikk i Engelsk for Integrert Lærarutdanning"
Some of my responsibilities as "emneansvarlig" included:
Preparing and teaching 5 of the 6 lectures from the course.
Supervising the seminars.
Preparing and grading the final exams.
In 2021, the course was taught digitally using Zoom platform.

ICT EXPERIENCE

Office Package

Knowledge level: Good

SPSS

Knowledge level: Good

PROJECT / RESEARCH EXPERIENCE

2018-08 - 2021-02

Project: Ungspråk- Researching Multilingualism and Intercultural Competence in in Lower Secondary Schools
Funding source: University of Bergen

The Ungspråk research project is an ongoing longitudinal, mixed methods study that explores multilingualism and intercultural competence in Norwegian lower secondary schools. The multilingual, multicultural research team is composed of two PhD candidates and Prof. Åsta Haukås. The project uses a range of research instruments and methodologies and explores in innovative ways how to disseminate research results among participants. We work in collaboration with researchers from the Faculty of Education at the University of Cambridge.

In the first phase of the project we developed a digital questionnaire to be used with school children. The questionnaire asks a number of factual, behavioral and attitudinal questions about language learning and use. It was also designed to collect data about students' own definitions of multilingualism and their explanations as to why they self-identify as multilingual speakers or not. In total, 593 students from seven schools in and around Bergen have answered the questionnaire.

In my part of the second phase project, I developed data visualizations based on data from the questionnaire. One of the visuals explores students answers to the prompt "å være flerspråklig betyr..." and it was designed to make students interact with real research data that they helped generate. Also, by inviting students to reflect on their own answers, the visuals create an opportunity for learners to discuss and expand their knowledge and views on what it means to be multilingual. The visuals and interactive sessions have important ethical, epistemological and pedagogical implications. The interactive sessions took place in December, 2020 in one of the participant schools. The data collected is composed of visual and textual answers provided by the participants and notes taken by researchers during the sessions.

2013-02 - 2015-11

Project: Discourses on Bilingualism and Bilingual Education: The Perspective of the Schools Funding source: CAPES

Using some elements of textual analysis from Discourse Analysis and having as corpus the texts contained in the websites of thirty-one bilingual schools in English in the city of São Paulo, I investigated the representations made by schools about bilingualism, bilingual education (in English) and ,as a consequence, of their own role within the current educational context.

I identified three focuses of interrelated analysis that helped elucidate the issues above. First, bilingualism and bilingual education are represented in several excerpts of the corpus in an ambiguous way, as terms of interchangeable meaning, establishing a synonymous relationship between them. This leads to conceptual distortions, such as when schools refer to the "benefits of bilingualism" by mentioning supposed advantages that are actually related to bilingual education.

A second focus of analysis explored the representation of the teaching methodology of schools and revealed the presence of methodological models imported from the teaching of English as a second language (ESL) and a conception of literacy strongly based on the development of reading and writing skills, little or nothing mentioning about multimodality and the role of new technologies in bilingual education.

Finally, schools present themselves as the means that enables the "insertion" of the student in the "globalized world", in a transposition of the old argumentative scheme of "educating for the labour market" to the present day. The high occurrence of the nominalization "globalized world" in the corpus, as opposed to "globalization" (understood as a process), seems to point to a static, closed and exclusionary conception of the current world, to which only bilingual English speakers have access.

PUBLICATIONS / SCIENTIFIC PRODUCTIONS

2022-05

Type: Journal Article Title: School students' beliefs about the benefits of multilingualism Publishing: Journal of Multilingual and Multicultural Development Degree: Ph.D. Co-author(s): Haukås, A.; Tiurikova, I.

Multilingualism is increasingly seen as a resource among researchers, educators and in society. Whereas positive beliefs about the benefits of multilingualism may foster increased motivation for language learning, little is known about students' beliefs about potential multilingual benefits. This study examined the beliefs of Norwegian secondary school students concerning the benefits of multilingualism and the role of some individual differences in these beliefs. The data consisted of questionnaires completed by 593 secondary school students. The initial descriptive statistical analysis showed that students held diverging beliefs regarding the benefits of multilingualism being more positive about benefits related to the language learning process and less positive about general cognitive advantages. Further statistical analyses with independent T-tests revealed interesting relationships between students' overall beliefs about multilingualism and the following variables: Students' who reported having friends with other home languages than Norwegian, students who had lived abroad and students with migration backgrounds held significantly more positive beliefs about multilingualism than students' without such experiences. No significant relationships were found between students' beliefs about multilingualism and the number of languages learned in school or students' multilingual identity. Pedagogical implications for students' language learning in school contexts are discussed.

2022-05

Type: Journal Article Title: 'To be multilingual means ...': exploring a participatory approach to multilingual identity with schoolchildren Publishing: International Journal of Multilingualism Degree: Ph.D.

This article presents an innovative way to engage schoolchildren in discussions on multilingualism and multilingual identity using research data they helped generate. Adopting an exploratory, participatory approach to research, our study uses digital data visualisations in interactive sessions aimed at engaging lower secondary students in identity formation and negotiation. The paper starts with a contextualisation of multilingualism and language learning in Norwegian education and the contributions of our study to relevant research in the field. Next, we discuss the epistemological and pedagogical implications of our participatory approach and its integration within the general mixed methods framework of the Ungspråk project, a three-year study that investigates different aspects of multilingualism in Norwegian lower secondary schools. The paper then focuses on the development of the main pedagogical tools used in the interactive sessions: digital visualisations based on data from an online questionnaire previously answered by participants. Particular attention is paid to the design of the visuals in promoting students' engagement with the data and autonomy in interpreting research findings. The paper concludes with a discussion of the main findings from interactive sessions in which participants engaged in reflections on multilingualism and multilingual identity via interaction with the visuals, researchers and their peers.

2021-12

Type: Journal Article Title: Fingerprints: towards a multisensory approach to meaning in digital media Publishing: Nordic Journal of Digital Literacy <https://doi.org/10.18261/issn.1891-943x-2021-03-04-04> Degree: Ph.D.

This paper argues for a multisensory approach to meaning-making in digital environments guided primarily by the sense of touch. Drawing on insights from multimodality, anthropology of the senses, cognitive science and media studies, among other disciplines, the text explores how such an approach can contribute to a more refined understanding of literacy and meaning-making practices in digital media. The paper starts by examining the relationship between meaning, embodiment and the senses, paying particular attention to the sense of touch. The discussion then focuses on the fundamentally tactile properties of digital media and explore their material, sensory and semiotic dimensions. The discussions are supported and complemented by the analysis of two empirical, illustrative examples of how a multisensory approach to meaning can help shed light on literacy practices in the digital age: the reading and interpretation of digital data visualizations and the production of videos using the TikTok app.

2021-12

Type: Academic article Title: The link between multilingualism, language learning and open-mindedness in secondary school students in Norway. Publishing: Nordic Journal of Language Teaching and Learning Degree: Ph.D. Co-author(s): Tiurikova, I; Haukås, Å.

A positive link between open-mindedness and multilingualism suggested in intercultural psychology research (e.g., Dewaele & Botes, 2020; Korzilius et al., 2011; Dewaele & Oudenhoven, 2009) has also been implicitly assumed in Norway's Core Curriculum (NDET, 2017) and in the curricula for English (NDET, 2019a) and Foreign Languages (NDET, 2019b). However, little empirical research has been conducted to explore how becoming multilingual, especially through learning foreign languages at school, can be connected to the development of students' open-mindedness. The present study addresses this gap by exploring open-mindedness in lower secondary school students (n=593) learning one or two foreign languages in school. In addition, other factors related to students' multilingualism, such as their multilingual identity, migration background, experience living abroad and having friends with home languages other than Norwegian, are also considered to better understand the complex relationship between open-mindedness and multilingualism in the school context. By analysing the data collected with the Ungspråk questionnaire (Haukås et al., 2021a), the study reveals no particular relationship between open-mindedness and students' migration background and experience of living abroad. However, it indicates that open-mindedness is positively linked to L3 learning at school, multilingual identity and having friends who use other languages at home. These findings have significant pedagogical implications suggesting that promoting learning a second foreign language at lower secondary school, developing students' self-identification as multilingual and encouraging the interaction with peers speaking further languages may contribute to the enhancement of open-mindedness among students.

2021-02

Type: Journal Article Title: The Ungspråk project: Researching multilingualism and multilingual identity in lower secondary schools. Publishing: Globe: A Journal of Language, Culture and Communication. 12_ 83-98 ISSN_ 2246-8838 Degree: Ph.D. Co-author(s): Haukås, Å. & Tiurikova, I.

The main objective of this article is to discuss the theoretical background and rationale for developing Ungspråk, a longitudinal, mixed methods study set in Norwegian lower secondary schools. The paper starts with an overview of different scholarly approaches to the study of multilingualism and their implications for research on multilingualism in education. After a brief introduction to multilingualism in Norwegian society and educational contexts, we present our research areas of interest and the main research questions. Particular attention is paid to the relevance of the concept of multilingual identity to the study. In addition, we discuss how the project will contribute to furthering the understanding of the relationship between multilingualism and intercultural competence. The mixed methods design of the Ungspråk project innovatively explores how different research methods and instruments can be combined to investigate questions related to multilingualism and multilingual identity and to create opportunities for meaningful interactions between researchers and participants. When discussing the mixed methods design of the project, we focus on how quantitative and qualitative components are integrated to address the research questions, engage participants in the research process and strengthen the overall validity of the findings. Overall, we hope that the Ungspråk project will contribute new insights into how languages can be learned and cultures explored in the 21st century multilingual classroom. Furthermore, the project may impact how researchers and participants interact with and benefit from empirical studies on education.

2021-02

Type: Journal article <https://doi.org/10.1080/09571736.2021.1915367> Title: Developing and Validating a Questionnaire on Young Learners' Multilingualism and Multilingual Identity. Publishing: The Language Learning Journal. ISSN:1467-9922. Degree: Ph.D. Co-author(s): Haukås, Å. & Tiurikova, I.

Validation of data collection instruments is a necessary step in all research and should be regarded as an integral component in every stage of the research process; however, the validation process is often not accounted for in detail in published studies. The purpose of this paper is to describe the development and validation of the Ungspråk electronic questionnaire, which was designed to explore teenagers' multilingualism and multilingual identity in the Norwegian school context. It aims to explore whether having a multilingual identity correlates with several variables such as language practices, languages studied in school, open-mindedness, and beliefs about multilingualism. To our knowledge, the Ungspråk questionnaire is one of the first validated tools for quantitatively investigating learners' multilingual identity in school settings. Different qualitative and quantitative procedures were adopted for validating Ungspråk, including piloting sessions with students from two lower secondary schools. The results of the validation processes suggest that the Ungspråk questionnaire is a robust instrument for investigating young learners' multilingual identity. It is easy to use, acceptable to learners, and fulfils stringent criteria of reliability and validity.

2016-08

Type: Journal Article Title: The Mobility between Languages and the Fluxes of Globalization: Reviewing Paradigms, Transcending Paradoxes. Publishing: Revista da Anpoll, v.1 n.40. <https://doi.org/10.18309/anp.v1i40.1018> Degree: Master Co-author(s): Biondo, F.

This article aims to raise some general questions related to mobility and the traffic between languages in times of globalization. While defining "globalization" as a set of discourses, we outline some of its internal contradictions and paradoxes as well as the equally contradictory role of the English language as a homogenizing and fragmentary force in this context. Next, taking the perspective of language as socio discursive practice, we situate the multilingual speaker and the interweaving between languages and meanings in a world dominated by intense patterns of diversity and fluxes of people and discourses. Finally, we turn to the context of the bi/multilingual classroom, trying to point out alternatives to monolingual assumptions underlying educational and pedagogical discourses and practices related to bi/multilingual education that prevent us from understanding multilingual speakers in all their complexity.

2014-01

Type: Master's Dissertation Title: Discursos sobre Bilinguismo e Educação Bilingue: A Perspectiva das Escolas Degree: Ph.D.

Ever since the turn of the millennium there has been a boom in the number of bilingual schools in Brazil. However, this is not just a national phenomenon. It is inserted in a broader social and historical context and its implications go beyond the limits of the school and language teaching: in a world where the (national, cultural, social) borders tend to become increasingly indistinct due to a global network of connections and interdependencies, issues related to bilingualism and the possibility of developing bilingual abilities through specific educational programs have never been so urgent. Having as a starting point the texts taken from thirty one

websites of private bilingual schools (Portuguese/English) in the city of São Paulo, this study analyses the representations made by the schools as agents in the insertion of students in the 'globalized world' through the teaching of the English language. Furthermore, it investigates the ambiguous relation established between the concepts of 'bilingualism' and 'bilingual education' in the discourse of the schools, discussing some problems resulting from this fact. Finally, the study evaluates the stance taken by the schools in relation to the transit between languages in contexts of bilingualism. We adopt the theoretical framework followed by applied linguists such as Pennycook, García and Canagarajah, which, in a few words, challenges monolingual conceptions of languages and their uses in an attempt to better understand the complex relation between languages and society in late modernity. As for the textual analysis, we make use of the precepts established by Critical Discourse Analysis. The main objective of this dissertation is to contribute to the discussions related to bilingual education (not only) in English in our country.

2013-09

Type: Journal Article Title: "Mas eu não aprendi inglês assim!": (des) venturas de um gamer em língua estrangeira. Publishing: Revista Soletas n.26. <https://doi.org/10.12957/soletas.2013.7491> Degree: Master This article examines the relationship between the practice of playing online video games and learning and developing skills in a second language (English) by a fourteen-year-old teenager. Starting from a concept of Applied Linguistics centered on the solution of empirical problems that privileges the voice of the participants involved, I seek a better understanding of the role of situated social practices in second language learning, and of how traditional forms of teaching and assessment adopted most schools may conflict with the way which a second language is internalized by the learner through these practices. To do so, I use James Gee's pioneering theory on video games and learning (game studies), as well as Warschauer's studies on digital literacy, aiming to deepen issues related to identity and personal interest as determining factors in language learning.

REFERENCES

Åsta Haukås

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Sigrid Ørevik

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Marilyn Martin-Jones

Emeritus Professor Location: University of Birmingham Phone: +44 (0)121 414 3344 m.martinjones@bham.ac.uk

COURSES

2019-08

English as a Lingua Franca and Multilingualism
University of Helsinki - Summer School

The course examined the phenomenon of English as a lingua franca (ELF) from the perspective of multilingualism. Students were introduced to developments in the field of ELF, with particular focus on approaching ELF within the framework of multilingualism. The course consisted of interactive lectures taught by a range of experts in the field who approach the theme of ELF and multilingualism from different perspectives and in different contexts (ranging from academia and business to family contexts). Each lecture topic was further developed with students in a collaborative workshop format.

2019-06

LingPhil Summer School Svalbard June 18-Jun 22, 2019

2019-05

Researching Multilingualism in Education: Methods, Analysis, & Dissemination

Time and place: UiO Blindern campus, 7-9 May 2019, 9:00 AM - 16:00 PM

Course Description

3-day PhD course designed to support students working in the growing domain of multilingual education research. The course examined several methodological approaches and data analysis techniques commonly employed in this domain, and guided participants in collaborative data analysis. The course consisted of lectures and collaborative data analysis sessions, drawing on data provided by the facilitators and participating PhD candidates. The process of writing and disseminating results were also discussed.

In summary, the topics covered were:

- Overview of methodologies commonly employed in multilingualism & education research (Haley De Korne)
- Collecting and analysing interview and focus group data (Angela Creese)
- Collecting and analysing observation data (Angela Creese)
- Collecting and analysing multimodal and visual data (Judith Purkarthofer)
- Collecting and analysing survey data (Pia Sundqvist)
- Addressing the challenges and opportunities of a multilingual research environment & data set (Joke Dewilde)

2019-05

Introduction to Mixed Method Research

Western Norway Graduate School of Educational Research

The main course goal is to introduce PhD students to mixed methods research, and show examples of how to carry out MMR in your doctoral thesis. Throughout the course the PhD students will develop their understanding of how to design MMR, collect quantitative and qualitative data, analyze these multiple data sources, and report it as a coherent whole in their own doctoral thesis. The course aims to develop the PhD students' abilities to understand the ontological, axiological, epistemological and methodological implications of MMR in their own doctoral thesis.

LANGUAGES

English

Verbal skills: Fluent Written skills: Fluent

Portuguese

Verbal skills: Native language Written skills: Native language

Italian

Verbal skills: Fluent Written skills: Fluent

Spanish

Verbal skills: Fluent Written skills: Fluent

Norwegian - bokmål

Verbal skills: Good knowledge Written skills: Good knowledge