

Plurilingualism: Recent Resources and Research from Canada

API Education Forum
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McGill University is located in Tiohtià:ke (Montreal), historically known as a gathering place for many First Nations.

We recognize and respect the Kanien'kehà:ka as the traditional custodians of the lands and waters on which we meet today.



Photo: McGill Newsroom



Photo Angelica Galante

Funding Agencies

SSHRC  CRSH

Social Sciences and Humanities Research Council of Canada
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*Fonds de recherche
Société et culture*

Québec 



**CENTRE FOR THE STUDY OF
LEARNING AND PERFORMANCE**

Outline

Part 1

- Study 1 and The Need for Pedagogical Resources
- The Plurilingual and Pluricultural Competence Scale
- Introduction of the Plurilingual Guide
- Video Tutorials and Samples of Plurilingual Practices

Part 2

- Study 2 and Study 3 Results
- Findings from Empirical Studies
- Discussion



Main Problems

- **Monolingual policies** that permeate classroom settings continue to influence how language instruction is delivered in an **one-language-only manner** (Barros et al., 2021; Cummins, 2007; Sterzuk & Shin, 2021)
- Teacher education on plurilingual pedagogy can be a means to **confront teachers' monolingual and monocultural orientations** towards language teaching (Galante et al., 2020; Piccardo et al., 2021)
- There are still questions as to the effectiveness of plurilingual pedagogies in diverse language programs, and the consistent perception of lack of resources available for educators.

Study 1:

Plurilingual or Monolingual?

Plurilingual or Monolingual?

Examining plurilingual
instruction in a university
English language program

1. Plurilingual and Pluricultural Competence
2. Academic Vocabulary
3. Overall Affordances and Challenges

Teacher Participants

7



Comparison

Group

Treatment Group

Student Participants

129

Comparison
Group

50

Treatment Group

79

Instruments

1. Demographic Questionnaire (T & C)
2. Plurilingual and Pluricultural Competence (PPC) Scale (T & C)
3. Weekly Learner Diary Entries (T)
4. Classroom Observations (T)
(start, mid-point, end)
5. Focus Group (T)
6. Teacher Interviews (T & C)
7. Vocabulary Test (T & C)

Plurilingual and Pluricultural Competence Scale

5. I can use the knowledge I have in one language to understand the same topic in another language.

12. I understand there are differences between cultures and that what can be considered 'strange' to one person may be considered 'normal' to another.

Plurilingual and pluricultural competence (PPC) scale

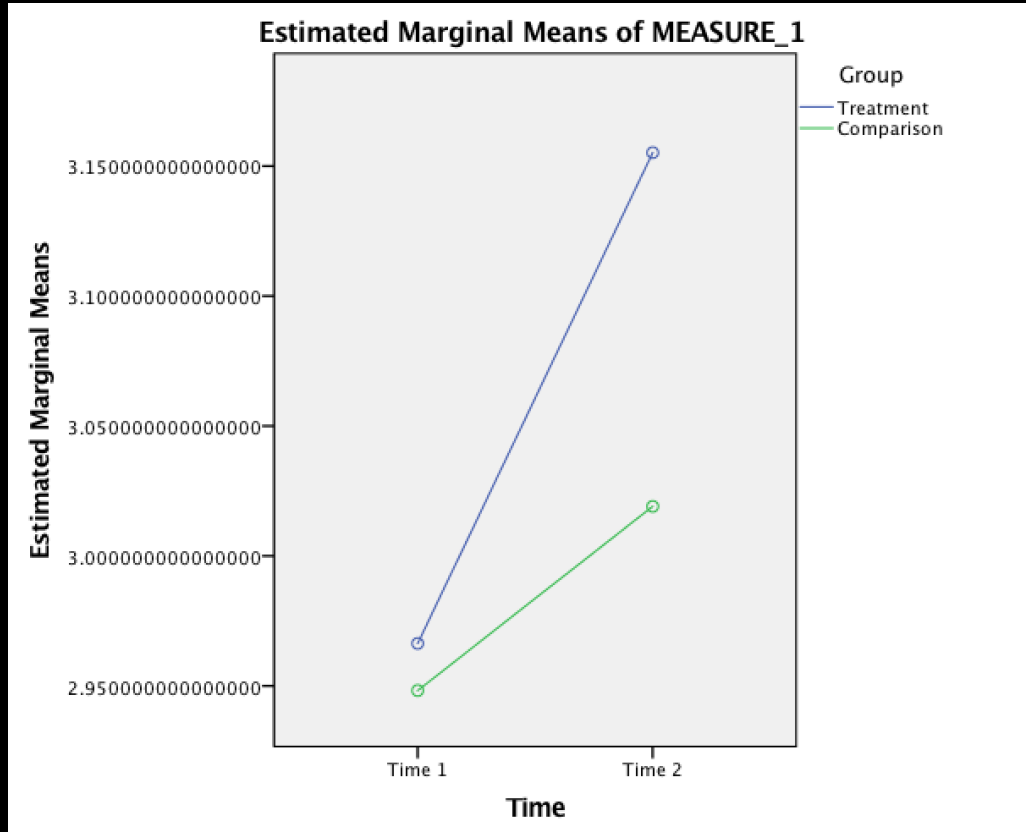
Please circle the number that represents to what extent you disagree or agree with the following statements.

	1	2	3	4
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
1. When talking to someone who knows the same languages as I do, I feel comfortable switching between one language to another language				
2. It's difficult for me to accept cultural differences when talking to people from different cultural backgrounds				
3. When speaking English, it's easy for me to use an expression or a word in another language for a concept or a word that doesn't exist in English				
4. It's easy for me to make adjustments in my communication when talking to someone who comes from a different cultural background				
5. I don't try to understand someone who speaks a language I don't know				
6. I can understand someone who speaks a language I don't know (or related ones) in the same way as I understand someone who speaks my language				
7. It is difficult for me to understand someone who switches from one language to another language				
12. I understand there are differences between cultures and that what can be considered 'strange' to one person may be considered 'normal' to another				
13. The more languages I know, the better I can understand someone who speaks a language I don't know				
14. It is easy for me to talk to someone who speaks a language I don't know				
15. It is easier for me to understand someone who speaks a language I don't know				
16. When talking to people from other cultural backgrounds, it's difficult for me to explain misunderstandings and misinterpretations				
21. I am able to recognize some languages other people speak if they are similar to my first language (e.g., same language family)				
22. In order to have a good understanding of the global community, it is important that I learn about similarities and differences between cultures				
23. If I am working on a task with someone who can speak the same languages I do, we should both speak in one language only and not switch to another language				
24. I know there are differences in communication between cultures so it's important for me to adjust my behaviours accordingly so I am not misinterpreted				

Finding 1

Plurilingual instruction has a **positive** effect on EAP students' plurilingual and pluricultural competence over time

PPC over Time between Groups





Articles

Plurilingual and pluricultural competence (PPC) scale: the inseparability of language and culture

Angelica Galante  

Pages 477-498 | Received 26 Sep 2019, Accepted 06 Apr 2020, Published online: 19 Apr 2020

Validation process: item identification, content validation, construct validation, face validation, series of factor analyses

379 plurilingual speakers in two multilingual cities in Canada: 129 in Toronto and 250 in Montréal

Scale to examine trends in PPC in particular populations, in educational studies with quasi-experiments, mixed methods research and in education in general

Final Version

- Two items were discarded
- 22 items
- Cronbach's alpha value of .84, indicating a very good value of internal consistency
- Available in both English and French

Plurilingual and pluricultural competence (PPC) scale

Please circle the number that represents the extent to which you disagree or agree with the following statements

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
1. When talking to someone who knows the same languages as I do, I feel comfortable switching between one language to another language.			1 2 3 4
2. I do not accept different cultural values when talking to people from other cultural backgrounds.			1 2 3 4
3. When speaking in one language, I may use words of another language in the same sentence to make it easier to communicate.			1 2 3 4
4. I never make adjustments in my communication style if the person I am talking to comes from a different cultural background.			1 2 3 4
5. I can use the knowledge I have in one language to understand the same topic in another language.			1 2 3 4
6. When communicating with people from different cultural backgrounds, I make adjustments in my communication style (if necessary) when talking to them.			1 2 3 4
7. I speak at least two languages, but I can also understand some words and expressions in other languages.			1 2 3 4
8. I can identify common behaviours from my cultural background and explain them to someone from another cultural background.			1 2 3 4
9. When talking to someone who knows the same languages as I do, we should communicate in one language only.			1 2 3 4
10. People from other cultural backgrounds should behave like me so we can understand each other.			1 2 3 4
11. When talking to someone who knows the same languages as I do, I do not feel comfortable mixing two (or more) languages in conversation.			1 2 3 4
12. I understand there are differences between cultures and that what can be considered 'strange' to one person may be considered 'normal' to another.			1 2 3 4
13. I do not feel comfortable discussing differences in cultural values when talking to people from different cultural backgrounds.			1 2 3 4
14. When speaking in one language, I may use a word or expression in another language to better explain a concept or idea.			1 2 3 4
15. Because I am aware of different cultures, it's easy for me to accept different values and behaviours from people who come from other cultural backgrounds.			1 2 3 4
16. When learning about a new topic, I never use more than one language.			1 2 3 4
17. I must have similar values and beliefs as a person from another cultural background so we can understand each other.			1 2 3 4
18. Because I speak two languages (or more), I can learn a new language more easily.			1 2 3 4
19. When communicating with people from other cultural backgrounds, I do not try to explain if they misunderstand what I mean.			1 2 3 4
20. I can recognise some languages if they are similar to the languages that know.			1 2 3 4
21. If I am talking to someone who can speak the same languages as I do, we should both speak in one language only and not mix languages.			1 2 3 4
22. I know there are differences in behaviours between cultures so I don't mind adjusting my behaviours to avoid misinterpretations.			1 2 3 4

Articles

Plurilingual and pluricultural as the new normal: an examination of language use and identity in the multilingual city of Montreal

Angelica Galante   & John Wayne N. dela Cruz 

Pages 868-883 | Received 02 Jun 2020, Accepted 13 May 2021, Published online: 25 May 2021

250 adult participants in Montreal

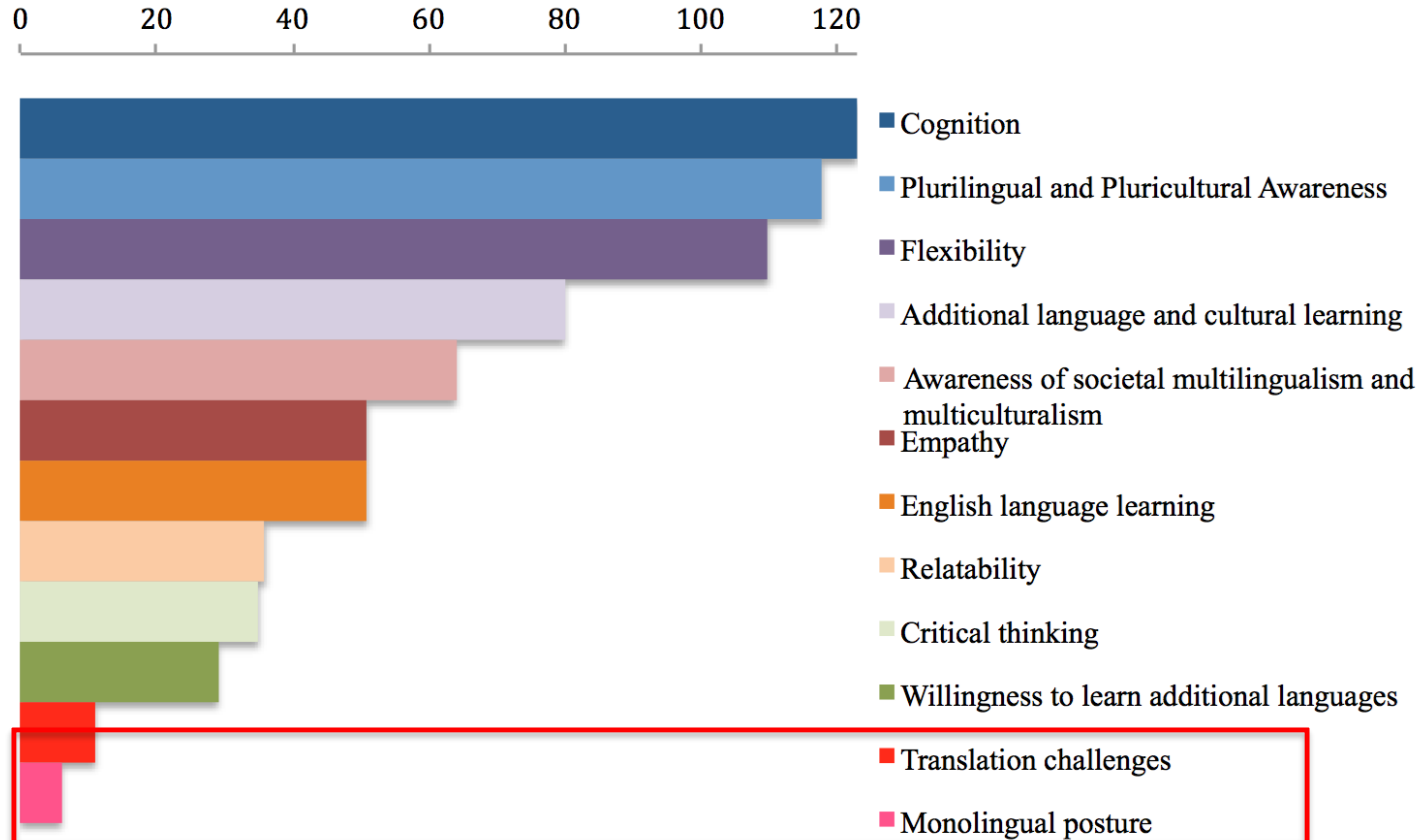
RQs: *Why do some people identify as plurilingual and pluricultural while others do not?* and *What factors contribute to high levels of plurilingual and pluricultural competence (PPC)?*

Main results: speakers born outside of Canada had lower scores relative to Canadian-born. Overall, speakers of minoritized languages had lower PPC scores, possibly because of limited opportunities to use their non-official languages.

Finding 2

Plurilingual instruction has
several affordances

RQ – Students' Perceptions

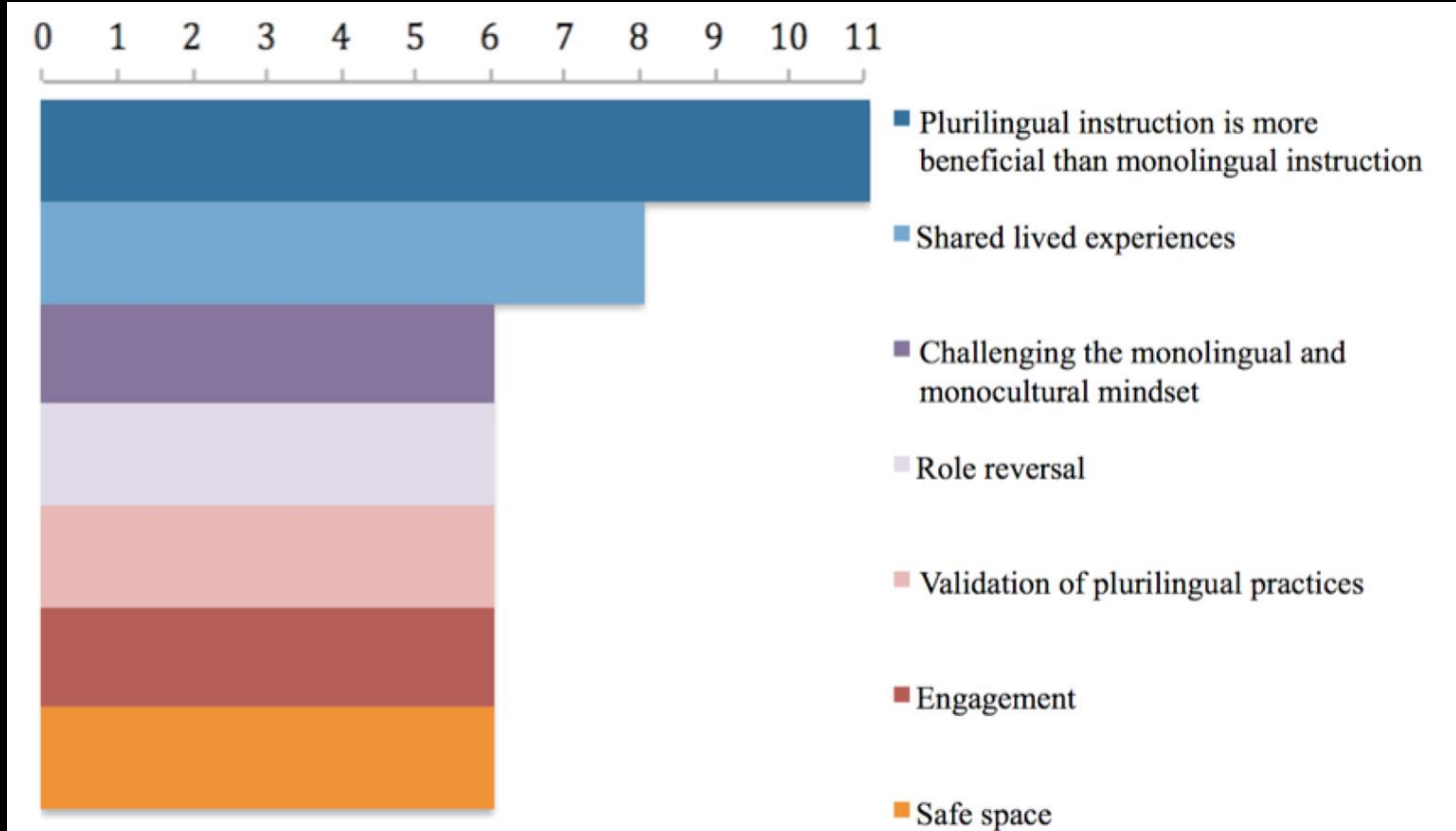


*There are more than 50% people whose native language is not English or French in Toronto. That means I don't need to be uncomfortable of speaking English **because I'm not the 'minority'***

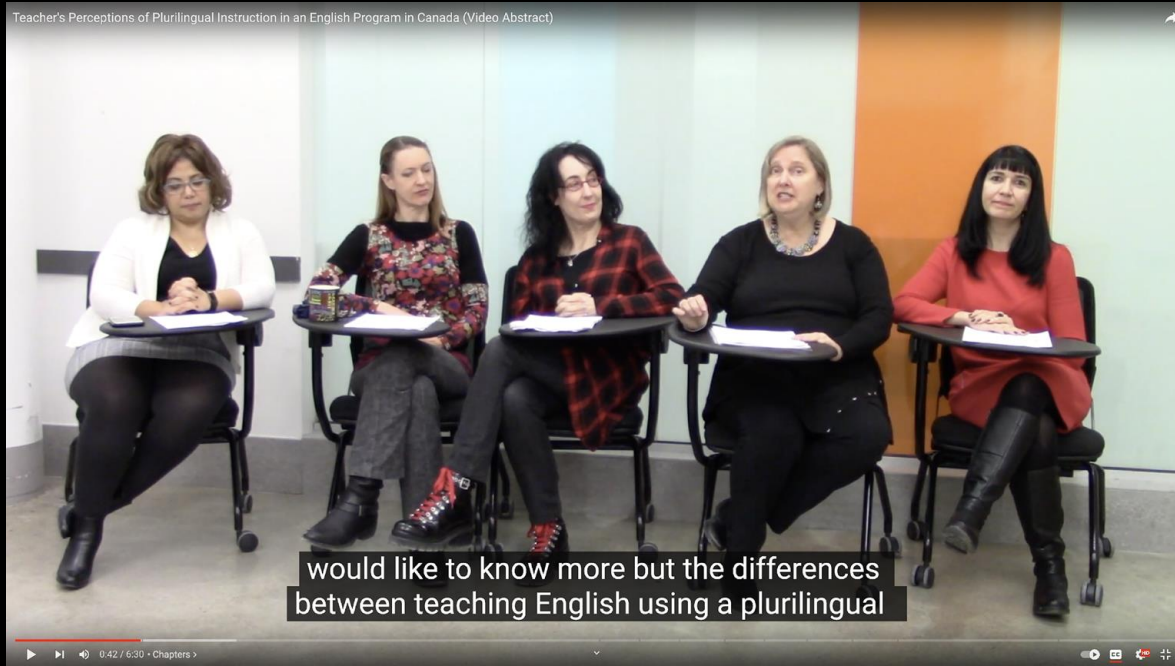
Finding 3

All seven instructors **preferred** plurilingual to monolingual instruction

RQ3 – Instructors' Perceptions



University Teachers Talking about Plurilingual Pedagogies



<https://www.youtube.com/watch?v=4SpPWUPjrBA>

Teachers still felt they needed more pedagogical resources so they could be equipped with the knowledge to adapt their own language tasks

We decided to
design a guide
to support
educators to
transition to
plurilingual
pedagogies



Plurilingual Guide:

Implementing Critical Plurilingual
Pedagogy in Language Education

**Angelica Galante, Maria Chiras, John
Wayne N. dela Cruz, and Lana F. Zeaiter**

designed by Jade LaFontaine

- Open access
- Brief explanation of plurilingualism
- Pedagogical Strategies
- How to use the guide
- Video tutorials
- 10 sample tasks
- Relevant readings

TABLE OF CONTENTS

I. INTRODUCTION

<i>Introduction</i>	1
<i>Who We Are</i>	4
<i>Features of Plurilingual Education</i>	5
<i>Why is Plurilingual Education Relevant?</i>	7
<i>What is the Difference between Multilingual Education and Plurilingual Education?</i>	10
<i>5 Pedagogical Strategies of Plurilingual Education</i>	13

II. HOW TO USE THIS GUIDE

<i>How to Use this Guide</i>	19
<i>What's Included in the Guide?</i>	20

III. TASKS

<i>Task 1: Exploring Multiple Identities</i>	22
<i>Task 2: Making a Difference</i>	30
<i>Task 3: Around the World in 43 Idioms</i>	36
<i>Task 4: Cultures and Technology</i>	42
<i>Task 5: Marvels</i>	48
<i>Task 6: The Naricema</i>	58
<i>Task 7: Plurilingual Poem</i>	69
<i>Task 8: Multimodal Idiomatic Expressions</i>	74
<i>Task 9: Different Dimensions of My Name</i>	85
<i>Task 10: My Cultural Connections</i>	90

IV. FINAL CONSIDERATIONS

<i>Conclusion</i>	96
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V. REFERENCES AND FURTHER READINGS

<i>Relevant Readings on Plurilingual Education</i>	98
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Important:

This guide does **not** provide ready-made recipes of what instructors should do.

Instead, it serves as a reflection piece with information and samples that can inspire instructors to create their own plurilingual tasks, which are suitable for their students and the context.

Features of Plurilingual Education

While there is no single definition for plurilingual education, there is consensus in the literature of its main features. Plurilingual education:

- Is learner-centered
- Is embedded in principles of social justice such as equity, diversity, anti-racism, anti-discrimination, and inclusion
- Considers languages as interrelated and interdependent
- Encourages students to reflect on similarities and differences among languages and cultures in their repertoire and in the repertoire of their peers
- Provides opportunities for instructors to learn from their own students
- Encourages students to create links between what they already know (funds of knowledge) to what they are learning
- Engages students in making use of their plurilingual and pluricultural repertoire
- Provides opportunities for students' languages and cultures to be validated and enhanced while learning a new language
- Creates spaces for students to use their languages in class, in assignments, and in real-life tasks
- Creates spaces for students to discuss different worldviews and ways of knowing and being
- Considers students as plurilingual and pluricultural citizens
- Includes critical discussions on language and provides opportunities for students to develop agency and be empowered to use their linguistic and cultural repertoire
- Provides opportunities for students to continue to develop their identities in relation to their aspirations and in different contexts: educational, professional, familial, digital, etc.
- Includes educational practices that are linguistically and culturally relevant
- Considers languages and cultures as interconnected and part of the classroom environment

5 Pedagogical Strategies of Plurilingual Education

While there are several strategies available to engage students' repertoire (and new ones that are yet to be imagined), in this guide we **highlight five** useful strategies, described below. These strategies are accompanied by video tutorials.

1

CROSS-LINGUISTIC COMPARISONS

Comparing the languages of the students to the target language. Comparisons can be an effective way to get students to engage in learning and they can be at the level of linguistic features, such as grammar, syntax, phonology, and morphology or at the level of language use.

For example, when learning a new feature such as discourse markers, students can compare where they are positioned in sentences in different languages, discuss their use in oral and written texts, and which communities typically value the use of these features. Through cross-linguistic comparisons, students actively engage in learning and have their repertoire valued during the lessons.

Link to video tutorial: <https://bit.ly/33s2pOw>



Plurilingualism



Languaging (Swain, 2006, 2010)

Translanguaging (Li, 2017; Otheguy, García & Reid, 2015)

Cross-linguistic Approaches (Auger, 2005; Ballinger, Lau & Casse, 2020)

Cross-cultural and Intercultural Approaches (Byram, 1996; Hua, 2018)

Intercomprehension (Doyé, 2005; Melo-Pfeifer, 2014)

Linguistic Landscaping (Shohamy & Gorter, 2009)

Translation (Carreres & Noriega-Sánchez, 2011; Galante, 2021)

Pluriliteracies (García, Bartlett & Kleifgen, 2007; Meyer & Coyle, 2017)

Multimodality (Kress, 2000; Krumm & Jenkins, 2001)






Five Plurilingual Strategies



Playlist

Plurilingual Strategies in the Language Classroom
PlurilingualLab - 1 / 5

↻ ↗

- ▶  **Cross-linguistic Analysis** 2:04
PlurilingualLab
- 2  **Cross-Cultural Comparisons** 1:51
PlurilingualLab
- 3  **TRANSLANGUAGING** 1:29
PlurilingualLab
- 4  **Translation as Mediation** 2:03
PlurilingualLab
- 5  **Pluriliteracies** 2:04
PlurilingualLab

Study 2:

Plurilingual Shift in Language
Education

Funded by



Plurilingual Shift

Research Team



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Lana F.
Zeaiter
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Maria Chiras
Research
Assistant



Jade
LaFontaine
Research
Assistant



<https://www.mcgill.ca/plurilinguallab/research-projects/plurilingual-shift>

NGO: Abraço Cultural São Paulo

- Language program in 4 languages: English, Spanish, French, Arabic
- Teachers from immigrant and refugee backgrounds
- Materials include content with social justice and intercultural related topics



Photo: Joao Benz

#25
DE JULHO

**DIA DA MULHER
LATINO-AMERICANA
E CARIBENHA**



abracocultural



PERTENCIMENTO, EXÍLIO E HUMOR

**NOVA SÉRIE
DA NETFLIX:
MO**

#PARA
ASSISTIR



INSCRIÇÕES ABERTAS

**CURSOS
REGULARES** 2022.2

ÁRABE ESPANHOL FRANCÊS INGLÊS

▶ "Sabe o que
um sotaque
estrangeiro é?
Um sinal de
bravura." ◀

Amy Chua



#PARA
OUVIR

#3 DE 3

DIVAS DA MÚSICA CLÁSSICA ÁRABE:

Warda [وردة]



1. Cross-Linguistic Comparisons (Auger, 2005; 2008a; 2008b)



story histoire istorya ストーリー
(sutōri)

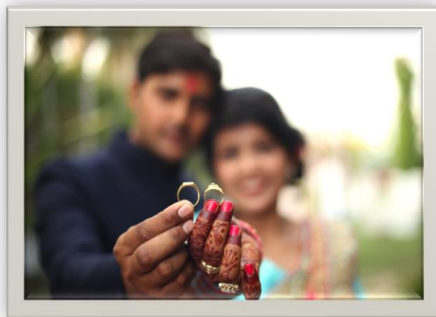
Cross-linguistic Analysis



Fonds de recherche
Société et culture
Québec

Actividad 1: Comparaciones Lingüísticas

Pretérito Indefinido



1. Las fotografías eternizan momentos y son excelente manera de recordar lo que vivimos en el pasado. Mire las imágenes de arriba y hable sobre lo que les sucedió en el pasado.

2. Ahora es hora de que compartas con tus compañeras/os alguna memoria interesante que tengas. Además de utilizar los verbos en pretérito indefinido, puedes usar **marcadores temporales** como los siguientes:

el siglo pasado en 1985 ayer el año pasado anoche en diciembre la semana pasada

3. Ahora cuenta la misma memoria en otro idioma ¿Cuáles son las similitudes y diferencias entre los dos idiomas? Habla con un colega, compara los idiomas e frases y completa la tabla.

	Frase en Español	Frase en otro idioma	Frase de tu colega en otro idioma
Uso del pretérito indefinido			
Marcadores temporales			
¿Otras similitudes o diferencias?			

2. Cross-Cultural Comparisons (Coste et al., 1997/2009)



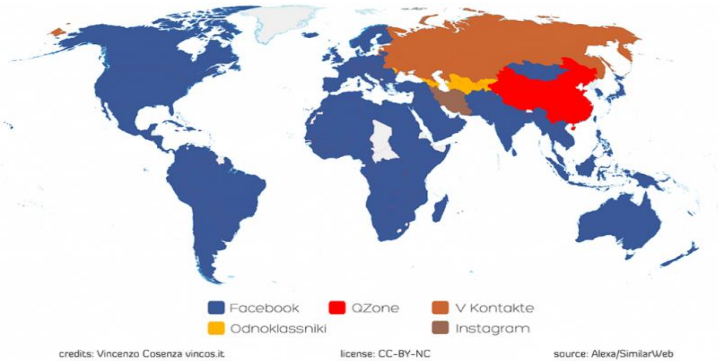
Cross-Cultural Comparison



Activité 2: Comparaisons Interculturelles

Cultures et Technologie

1- La carte ci-dessous représente les réseaux sociaux les plus utilisés dans le monde jusqu'à présent (Janvier 2020). Lequel utilisez-vous?



2- Les médias sociaux sont considérés comme une grande exposition aux différentes cultures, y compris à leurs croyances, coutumes et traditions. Comment pensez-vous que les gens de différentes cultures utilisent cette technologie? Racontez-nous d'une fois où vous avez regardé une vidéo ou lu un article sur les médias sociaux à propos d'une culture différente de la vôtre. Quelles étaient certaines des similitudes et des différences?



Photos libres de droits de Pixabay



Français – Semaine 2

3- La capacité à utiliser une langue avec des personnes de cultures différentes nécessite le développement de l'interculturalité. Regardez cette vidéo et prenez note des étapes nécessaires à l'acquisition de l'interculturalité. Vous pouvez partager vos notes dans la langue de votre choix.

<https://www.youtube.com/watch?v=dRQt6QrlgLA>

4- Qu'avez-vous appris en faisant des comparaisons culturelles? Qu'est-ce qui est important pour vous?

3. Translanguaging

(García & Otheguy, 2019; García & Li, 2014; Li, 2018)



TRANSLANGUAGING



Activity 1: Translanguaging

Translanguaging for meaning-making: At the airport...



1. **Objective:** The goal of this activity is to use translanguaging to help you make sense or meaning of unfamiliar vocabulary, expressions, or linguistic concepts. When you translanguange, it means you use all the languages you know (e.g., Portuguese) in addition to the one you are learning (e.g., English) to help you “solve” language “puzzles”! Sometimes, you can even use visual clues (e.g., images, signs, icons) to help you! ☺

Before we start the activity, list below all the languages that you know, including that ones that you have mastered, that you are learning, and that you just know a little bit.

-
-
-
-
-
-

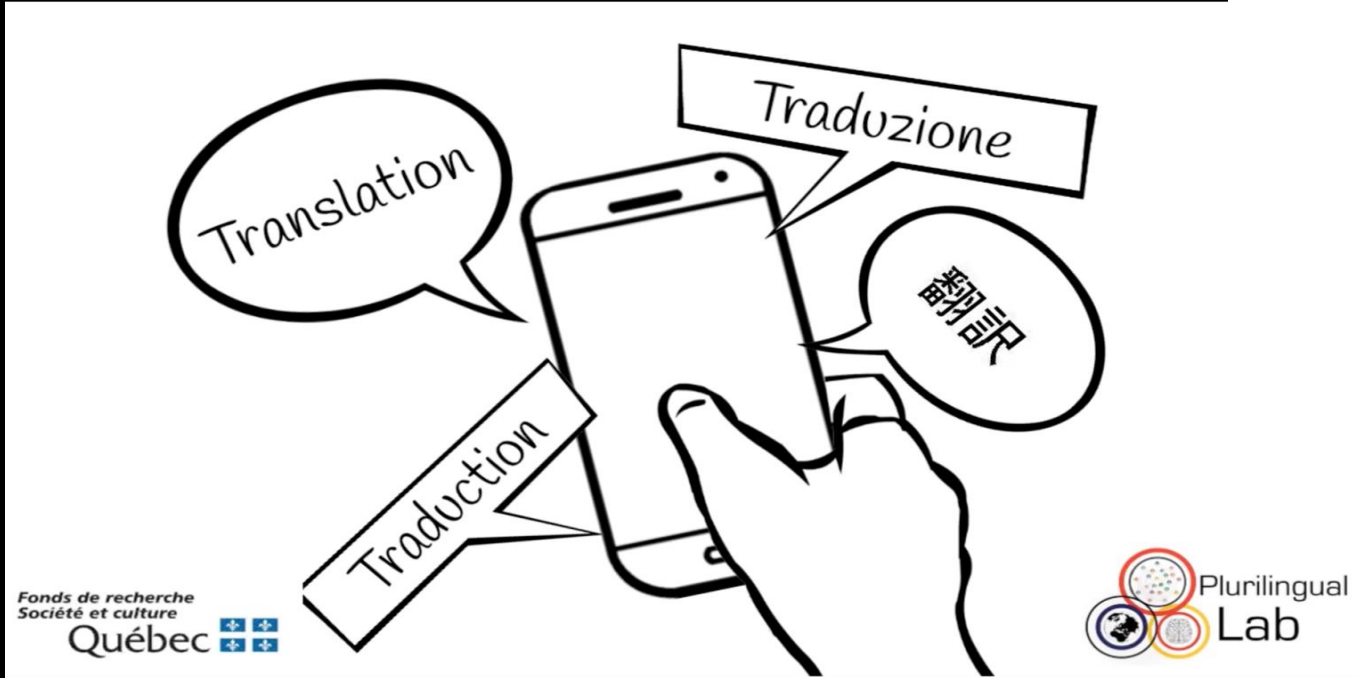
2. **Kahoot! Quiz:** Using at least 2 languages that you know (for example, English and Portuguese), **try and figure out the meaning** of the following expressions and verb phrases. Don't forget to **discuss with your teacher and classmates how you got the right (or wrong!) answer** after each question with the help of your languages.

Kahoot! Link: <https://create.kahoot.it/share/translanguaging-for-meaning-making-at-the-airport/1ba78c6a-0ca1-4b09-9c95-b2e6e073f9f6>

Some discussion questions:

- What language clues did you use to find the right answer?
 - Did you *translanguage* between your languages?
- Did using different languages to figure the meaning of the expressions helpful or confusing? Why and how?
- What helped you figure out the correct answer to the CHALLENGE question?

4. Translation as Mediation (Galante, 2021; Gonzáles-Davies, 2017)



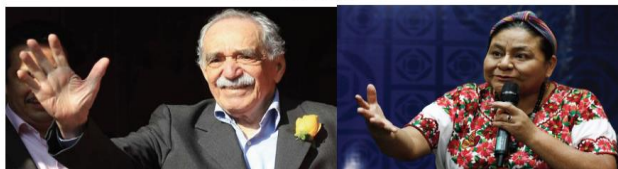
Actividad 4: Traducción como mediación

Personalidad

1. ¿Crees que la cultura y experiencia de vida de una persona puede moldear la personalidad? ¿Qué conoces sobre la personalidad de estas personas?



Frida Kahlo



Gabriel García Márquez

Rigoberta Menchú

2. Hay muchas palabras en español que son muy similares al portugués, como cognatos. ¿Cuáles son las palabras en la lista que no conoces el significado? Busca las palabras en un diccionario y comparte con tus compañeros/as.

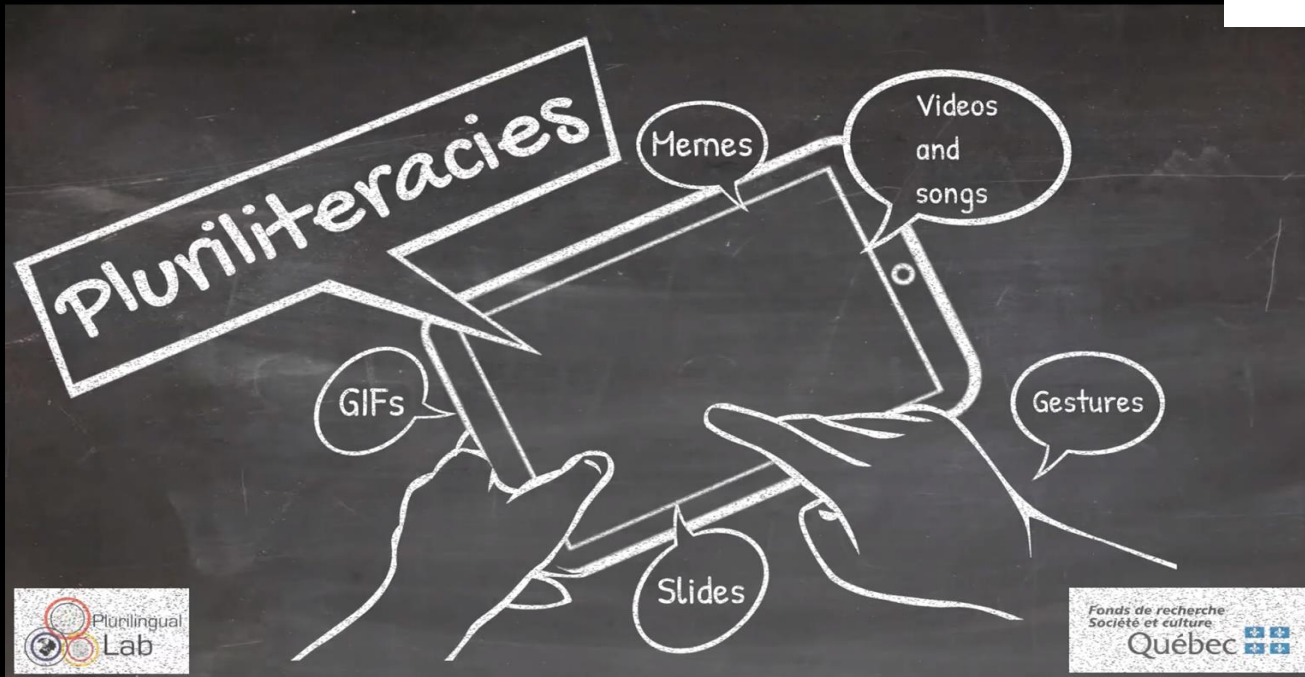
Inseguro/a	Conservador/a	Desordenado/a
Generoso/a	Moderno/a	Serio/a
Ansioso/a	Sociable	Inteligente
Impaciente	Progresista	Sensible
Tímido/a	Reservado/a	Sencillo/a
Optimista	Miedoso/a	Egoísta
Pesimista	Valiente	Tierno/a
Tranquilo/a	Antipático/a	Sincero/a
Nervioso/a	Solidario/a	Modesto/a
Seguro/a	Despistado/a	Honesto/a
Transparente	Perfeccionista	Misterioso/a
Justo/a	Necio/a	Hiperactivo/a
Cariñoso/a	Celoso/a	Responsable
Altruista	Perezoso/a	Orgullosa/a
Flexible	Gracioso/a	Tacaño/a
Buena onda	Codo/a	Patán
Mala copa	Bocón/a	Polémico/a

3. Lee nuevamente la lista con mucha atención y piensa cómo su cultura y experiencia de vida han moldeado su personalidad.

4. ¿Cuál es la importancia del acto de traducir las palabras que no conoces y que no son cognatos? ¿Qué es importante que recuerdes de traducción como estrategia de aprendizaje?

5. Pluriliteracies

(García, Bartlett & Kleifgen, 2007; Meyer, 2016)



Activité 5: Plurilittératies

Où voulez-vous aller ?

1- Que représentent les images ci-dessous?



Photos libres de droits de Pixabay

2- Quel emoji représente les activités réalisées dans chacun des cafés?



3- Vous voulez passer un après-midi avec vos amis dans l'un des cafés ci-dessus. Lequel choisiriez-vous? Illustrez votre réponse par un simple dessin. Indiquez qui sera avec vous et ce que vous ferez. Libérez votre créativité!

4- Ecrivez une phrase sur votre dessin. Partagez-la avec vos camarades de classe et votre professeur.

5- Dans cette classe, vous avez utilisé plusieurs types de littératies: emojis, images, texte écrit, texte oral et outils (Zoom). Quelle est l'importance de ces types de littératies, ou plurilittératies, comme stratégie de communication?

The Language Learning Journal

Journal of the Association for Language Learning



Routledge
Taylor & Francis Group

Articles

Digital plurilingual pedagogies in foreign language classes: empowering language learners to speak in the target language

Angelica Galante , L. F. Zeaiter , J.W.N. dela Cruz , N. Massoud, L. Lee, J. Aronson, ...show all

Pages 523-543 | Received 13 Apr 2022, Accepted 17 Jan 2023, Published online: 24 Feb 2023

Ruth Fielding *Editor*


Multilingualism, Identity and Interculturality in Education

 Springer

Challenging Monolingual Norms: TESL Teacher Education to Advance Learners' Plurilingual and Pluricultural Awareness

Chapter | First Online: 01 November 2022

pp 91–120 | [Cite this chapter](#)

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[Angelica Galante](#) , [John Wayne dela Cruz](#), [Maria Chiras](#) & [Lana Zeaiter](#)

Study 3:

The Fall of Bilingualism



Photo from Pixabay

Multilingualism is on the rise

There are over **200** languages, including more than 70 Indigenous languages (Statistics Canada, 2022)

In 2016,
7,335,745
people in Canada spoke
an immigrant language
at home.



This represents
21.1%
of the Canadian
population,



an increase of
14.7%
from 2011 to 2016.

LANGUAGE PROJECTIONS for Canada – 2011 to 2036

MOTHER TONGUE

In 2036, the percentage of the population with an **ENGLISH** or **FRENCH** mother tongue could decrease in Canada while the share of the population with a mother tongue **OTHER** than English or French could increase.

ENGLISH MOTHER TONGUE:

59% in 2011,

between 52% and 56%¹

in 2036.

FRENCH MOTHER TONGUE:

21% in 2011,

between 17% and 18% in 2036.

MOTHER TONGUE OTHER than English or French:

20% in 2011,

between 26% and 31% in 2036.

¹ The variability shown is due to the range of results from the different projection scenarios developed.

At least 3% less

At least 3% less

At least 6% more



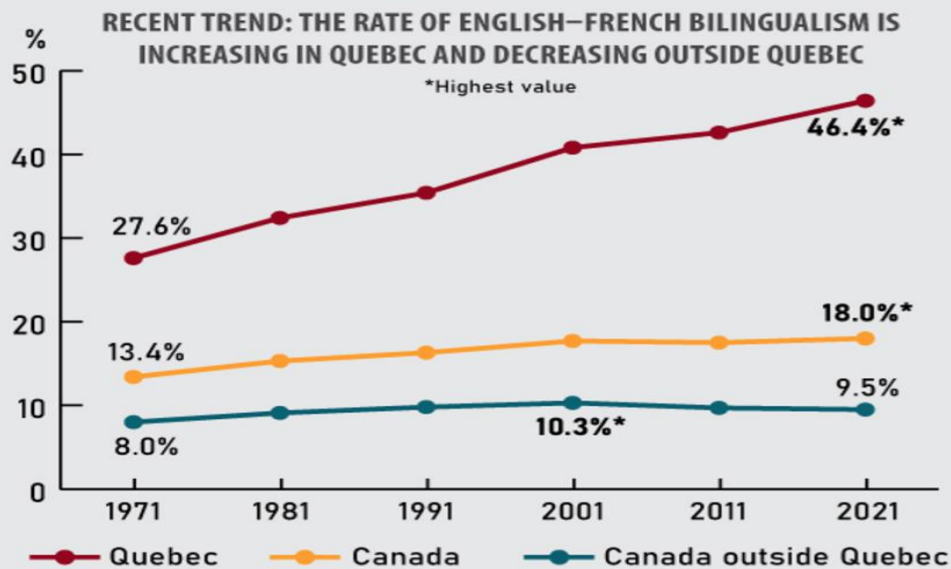
More than one language in the bag: The rate of English–French bilingualism is increasing in Quebec and decreasing outside Quebec



6.6 MILLION PEOPLE COULD CONDUCT A CONVERSATION IN ENGLISH AND FRENCH IN 2021.

The **rate of English–French bilingualism** in Canada in 2021 (18.0%) is relatively **stable** compared with 2001 (17.7%).

4 out of 5 bilingual people live in **Quebec** (59.2%) and **Ontario** (23.1%).



English–French bilingualism rate

Changes in the rate of bilingualism differ by **mother tongue**

Mother tongue	2001	2021
French only	43.4%	47.6%
English only	9.0%	9.0%
Neither English nor French	11.8%	11.5%

English–French bilingualism rate by age group

25.2%

15 to 24 years

19.2%

25 to 64 years

13.7%

65 years and older

In 2016, 59% of the people in Montreal were born outside of Canada or had immigrant parents (Office de consultation publique de Montréal, 2020).



The Study

- 4th year Teaching Methods II course of the Bed in TESL at McGill University
- Course was delivered face-to-face in Winter 2023
- Goals: Equip TCs with critical decolonial and plurilingual pedagogy, investigate their perceptions before and after implementation
- $N = 16$ Teacher Candidates
- Languages: All plurilingual, with 50% having English as their L1

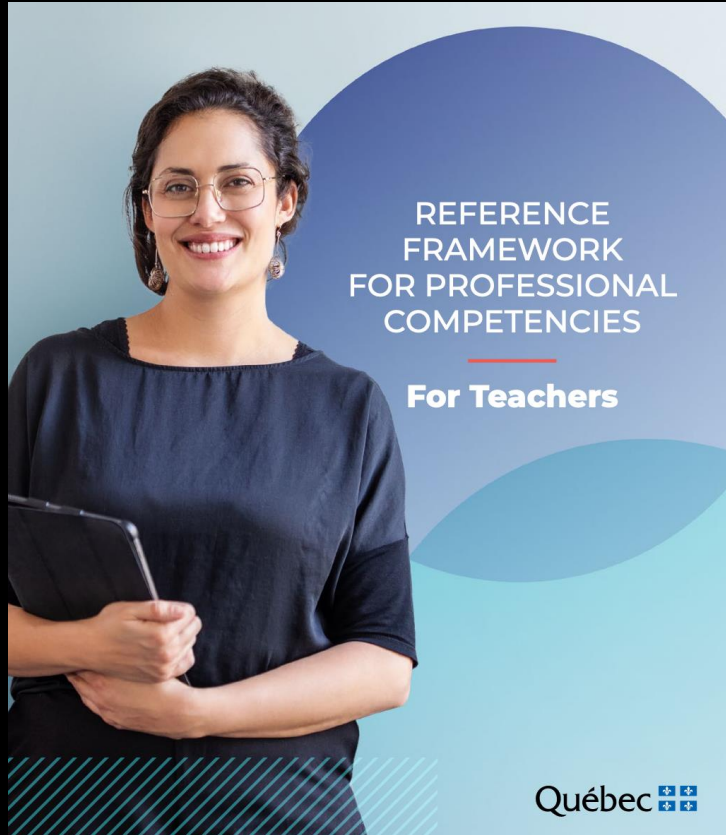


Two Research Questions

RQ1: What are TCs' understandings of critical plurilingualism?

RQ2: What are TCs' perceptions of affordances and challenges of critical plurilingual approaches before and after classroom implementation?

Teacher Education in Quebec



Quebec Ministry of Education (2021)
13 Professional Competencies to address a changing society: Increased Linguistic and Cultural Diversity

- Integration of Indigenous Perspectives
- Increased Use of Digital Technologies

Competency 15

Value and promote Indigenous knowledge, worldviews, cultures and history

Holistic lifelong learning formed by language tradition, nature, family, elders, ancestors, community

Use of authentic materials with Indigenous voices

Engage in a continuous learning process and see yourself as a learner, not an expert



Topics of Course Readings

- Indigenous Perspectives in Education
- Challenging Monolingual Norms in ESL Classrooms
- Backward Design for Lesson Planning
- Critical Plurilingual Pedagogies: translanguaging, linguistic landscape, pluriliteracies, identity storytelling
- Using authentic Indigenous content in lesson plans
- Infusing Plurilingual and Pluricultural Competence in lesson plans

Data Collection: Generated via 5 Instruments

- Ethics received in February 2023
 - 1) Online posts: weekly posts of readings or discussion questions on Perusall and VoiceThread
 - 2) Language tasks completed and presented in groups of 3 or 4
 - 3) Lesson plans completed individually
 - 4) Final reflection completed individually
 - 5) Researcher field notes

Research Design

- Classroom research, qualitative case study (Creswell & Plano Clark, 2017)
- Interpretive content analysis (Drisko & Maschi, 2015): two coders

Lesson Plan Sample Using Action-oriented Approach

Task Template

- 1) Context and Student Population
- 2) Description of the Action-Oriented Task
- 3) Indigenous knowledge and perspectives
- 4) Plurilingual and pluricultural strategies
- 5) Artifact (what ESL students will produce)

Task Template

Context and Student Population

1. **Students' age:** 6-7 years old
2. **Students' CEFR level:** A1/A2
3. **Type of ESL program:** Regular
4. **Grade (if applicable):** Primary 1st Grade
5. **Location of the Program (neighbourhood, city, province, country):** Montréal, Quebec, Canada
6. **Approximate number of students per class:** 22
7. **Information about your students' identities, background, family, socio-economic status, etc.:**

The City of Montréal is one of the most ethnically diverse cities in North America. In this particular student population, we can find multicultural groups such as Syrian, Algerian, Moroccan and Haitian. However, none of these students belong to white Canadian population.



Kiana Kishiyama
MA Student
McGill University

Movie Review

Monica Duff, Christopher di
Chiario, and Justin Liao



Level: CEFR B1-B2

Goals: Write a movie review in English while drawing on plurilingual strategies.

Task Scenario:

Students will write a review of a movie of their choice, which will then be showcased in a movie gallery. Parents and other students will be invited to the event with the goal of finding new recommendations to watch.



by Ariel Jew + Ringling



Plurilingual Strategies

Translanguaging

This task promotes cultural and linguistic diversity by encouraging students to watch a movie in any language they wish for their individual movie reviews. This makes the assignment not only inclusive to diverse students, but also fun and interesting.



Translation for Mediation

Students are encouraged to translate the movie review for their parents or others who may not understand or be able to read in English.



Cross-cultural Comparison

Students are asked to think critically about literary elements across cultures. Pluriliteracies are also encouraged by giving students opportunity to take notes in class in a form that is useful for them (e.g., additional languages, images, etc.).



CEFR Descriptors

The following CEFR descriptors have been adapted to suit this task.

CEFR Descriptor Scheme	Mode of Communication	Activity, Strategy, or Competence	Scale	Level	Descriptor
5 - Communicative language activities	Reception	Oral comprehension	Overall oral comprehension	B2+	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.
333 - Communicative language abilities	Production	Written production	Creative writing	B2	Can give a review of a book, film, or play.
898 - Communicative language abilities	Mediation	Mediating a text	Expressing a personal response to creative texts (including literature)	B1	Can briefly explain the feelings and opinions that a work provoked in them.
892 - Communicative language abilities	Mediation	Mediating a text	Expressing a personal response to creative texts (including literature)	B2	Can express in some detail their reactions to the form of expression, style, and content of a work, explaining what they appreciated and why.
1125 - Plurilingual and pluricultural competence	N/A	N/A	Building on plurilingual repertoire	C1	Can support comprehension and discussion of a text spoken, signed, or written in one language by explaining, summarising, clarifying and expanding it in another language in their plurilingual repertoire.

7 Steps

1. Activate students' prior knowledge by asking questions such as:
 - a. *What are some cinematography elements?*
 - b. *What makes a movie memorable?*
 - c. *What are some memorable characters from movies you have seen? why were they so memorable?*
 - d. *What role does setting play in a movie?*
 - e. *What kinds of literary devices can be used in movies?*
2. Write students' answers on the board.
3. Put students into pairs and have them brainstorm:
 - a. *What is a movie in which you have seen a literary device being used, and how was it being used?*
4. Have learners share what they brainstormed with the class.
5. Discuss with the class how literary devices and other cinematographic elements may vary between movies from different cultures.

1

2

1. Explain to the class the following five components of a movie review:
 - a. Introduction
 - i. Include the film title, director, when it was created, etc.
 - b. Plot summary
 - i. Include main events of the film, but no spoilers.
 - c. Analysis of themes & messages
 - i. Include 2 paragraphs and choose 2 from 5: characters, plot, cinematography, setting, atmosphere.
 - d. Personal opinion on the reviewed film
 - i. Include 2 arguments supported by examples from the film.
 - e. Conclusion & recommendation
 - i. Include a recommendation based on personal opinion.
2. Remind students that a review is a subjective text based on objective analysis. Their opinions must be argued using their observations of the chosen film.

Appendix A: Movie Review Checklist

Movie Review Checklist:

- Introduction:
 - Film information (name, director, release date, etc.)
 - Hook
- Summary:
 - Main events
 - Characters
- Analysis (characters, plot, cinematography, setting, atmosphere, etc.)
 - Paragraph 1
 - Paragraph 2
- Opinion
 - Argument 1 with support
 - Argument 2 with support
- Conclusion
 - Summary of main points
 - Reiteration of opinion
 - Recommendation?

Findings

RQ1: TCs' understandings of
Critical Plurilingualism

Findings

Interpretations

Renewed concept of language as non-linear, multimodal, and asymmetric repertoires

Language is viewed as a complex system that includes different semiotic resources (e.g., visual, signs), languages, varieties, dialects, and registers. This system is not static and may differ depending on users' experiences, interests and abilities

Critical plurilingual pedagogies as a decolonial approach

Pedagogies that are linguistically anti-oppressive and counter deficit views of language as a result of colonialism, including traumatic experiences with language and linguistic discrimination

Renewed concept of language as non-linear, multimodal and asymmetric

I believe that it depends on how teachers look at the concept of "languages." Do teachers deal with the different languages separately as school subjects? Or do they look at them as if they can complete each other or maybe one language can become a means of acquiring another language? If teachers believe that each language can become a way to get a new one, they would consider their students' repertoires including previous languages, and they will definitely appreciate the great value of these repertoires in the new language acquisition process.

Critical plurilingual pedagogies as a decolonial approach

My understanding of language learning and identity has drastically changed after learning about plurilingualism. I used to have a deficit view of myself regarding my language abilities, and unfortunately, a lot of my friends who are plurilingual also have a deficit view.

Findings Cont'd

RQ2: TCs' perceptions of affordances
and challenges before and after
implementation

Findings	Interpretations
Learner empowerment	Language learners understand they have the right to use their repertoire freely, acting agentively over when and how to use their plurilingual repertoire during language tasks
Equity, diversity, inclusion, and decolonization	<i>Affordances:</i> pedagogies that include all students in language tasks, regardless of language proficiency levels and backgrounds, as well as different worldviews, ways of knowing and being
Learner investment and engagement	<i>Affordances:</i> learners are engaged in the language learning process because their entire repertoire can be used during language tasks, increasing involvement and allowing them to be active members of the classroom
Teacher (dis)empowerment	<i>Affordances:</i> A renewed understanding of the role of the teacher as a facilitator and supporter of learners' language development through the use of their repertoire, as well as a learner during the process of task completion empowered TCs <i>Challenges:</i> monolingual policies and mindsets of cooperating teachers posed barriers to the implementation of plurilingual pedagogies by TCs

Learner Empowerment

Students feel more comfortable using and engaging in the English language if we incorporate different languages into the classroom, our assessments, and our everyday life. Not to mention we can all grow personally by listening to our students, their stories, and their experiences.

Equity, diversity, inclusion and decolonization

Having more than one language policy in the classroom enhances creativity, inclusion, sense of community and awareness of other cultures and languages, which allow them to learn about different viewpoints and customs and much more of different cultures, including Indigenous languages and cultures in Canada and other countries.

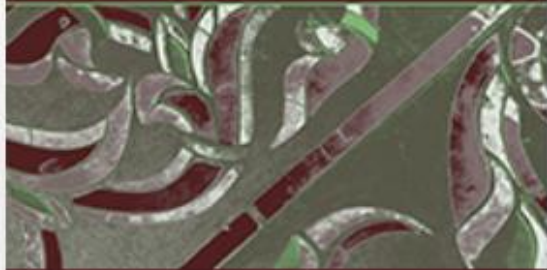
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 Routledge
Taylor & Francis Group

Research Article

The fall of bilingualism: Teacher candidates' voices on the implementation of critical plurilingualism in English language teaching

Angelica Galante   & John Wayne N. Dela Cruz

Published online: 29 Mar 2024

 Cite this article

 <https://doi.org/10.1080/19313152.2024.2326366>

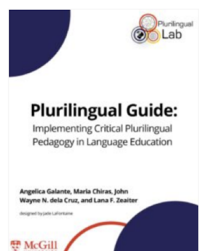
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How Resources are Being Used

Teacher Education Programs

PLURILINGUAL GUIDE: IMPLEMENTING CRITICAL PLURILINGUAL PEDAGOGY IN LANGUAGE EDUCATION

No reviews yet



Publisher: Plurilingual Lab Publishing
Author: Angélica Galante, María Chirás, John Wayne N. de la Cruz, Lana F. Zealter
Submitted by: Michael
Date Submitted: March 21, 2022

Language of Resource: English

Resource Type: Book

Media Format: Document

A guide including a clear explanation of the features and relevancy of Plurilingual Education and a collection of tasks to be used in the classroom. The guide is conceptualized with English as a Second Language in mind, but it can be easily adapted to the context of FSL education.

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McGill University, Canada

Based at McGill's Department of Integrated Studies in Education (DISE), the Plurilingual Lab conducts research in Language Education with a focus on plurilingualism and multilingualism.

Website

PSU Linguistic Diversity Awareness Project

Raising awareness and addressing systemic language bias at Portland State University

Portland State University, USA

Linguistic diversity and discrimination awareness project (LiDA): Raising awareness and addressing systemic language bias at Portland State University

Website



Stony Brook University, USA

The Centre for Multilingual and Intercultural Communication explores multilingual repertoires as rich resources in the context of global mobility and technological advancement.

Website

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Research Article

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Ömer Eren 

Received 27 Aug 2023, Accepted 01 Jul 2024, Published online: 11 Jul 2024

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Research Article

Analysing the factor structure of the plurilingual and pluricultural competence scale: dimensionality, reliability, and validity of the adapted Russian version

Sofya S. Belova  & Anatoliy V. Kharkhurin 

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Russia

Research Article

‘The culture of China is broad and profound, with all rivers flowing into the sea’: Plurilingual and pluricultural competence and identity among university students in China

Fei Tang & Raees Calafato 

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China

To Conclude

With the adequate support, both in-service and pre-service language teachers can create and adapt their own tasks

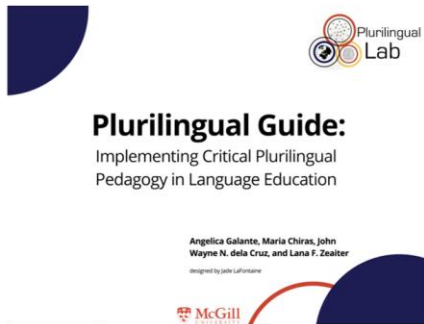
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Some Publications from the 3 Studies

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Muchas gracias

Merci beaucoup

Muito obrigada

Thank you



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We would love to hear about
the potential
applicability/adaptability of
these resources in your
contexts