Plurilingual or Monolingual? A Mixed Methods Study Investigating Plurilingual Instruction in an EAP Program at a Canadian University

by

Angelica Galante

A thesis submitted in conformity with the requirements for the degree of Doctor of Philosophy
Department of Curriculum, Teaching and Learning
University of Toronto

© Copyright by Angelica Galante 2018
Plurilingual or Monolingual? A Mixed Methods Study Investigating Plurilingual Instruction in an EAP Program at a Canadian University

Angelica Galante

Doctor of Philosophy
Department of Curriculum, Teaching and Learning
University of Toronto
2018

Abstract

Traditionally, English Language Teaching (ELT) has relied on the use of English only, with little attention to students’ knowledge of other languages and cultures as resources for language learning (Cook, 1999; Cummins, 2007; 2017). Recently, however, calls have been made for a multilingual/plurilingual shift in Applied Linguistics with literature pointing to issues that need further exploration, such as the disconnect between the theory of plurilingualism and its practice, the prevalence of monolingual practices in ELT, and teachers’ lack of preparation in plurilingual pedagogy. This mixed methods study addresses these challenges by investigating how plurilingual instruction differs from monolingual instruction in an English for Academic Purposes (EAP) program in a university in Canada. It also aims to investigate affordances and challenges of plurilingual instruction from both students’ and instructors’ viewpoints as well as the effects of plurilingual instruction on EAP students’ perceived plurilingual and pluricultural competence (PPC). Data were collected from adult students ($N = 129$) in treatment (plurilingual instruction) and comparison (monolingual instruction) groups, and their instructors ($N = 7$). Demographic questionnaires, the plurilingual and pluricultural competence (PPC) scale, student diaries, classroom observations, and focus groups were used to gather data from students, and
semi-structured interviews gathered instructors’ perceptions of both instructional approaches. Following a concurrent embedded mixed methods design (Creswell & Plano Clark, 2011), results show several affordances of plurilingual instruction such as enhanced plurilingual and pluricultural awareness, cognitive development, empathy, and relatability, among other factors. Furthermore, results indicate that PPC levels from students in the treatment group increased significantly over time ($M = .19, SD = .27$) relative to students in the comparison group ($M = .07, SD = .26$), $t(127) = 2.44, p = .016$. While none of the instructors had received previous training in plurilingual pedagogy, they unanimously reported preference for plurilingual instruction. This study is significant as it provides evidence from multiple data sources that plurilingual instruction is more effective than monolingual instruction. It also bridges the gap between the theory and practice of plurilingualism, contributing with practical pedagogical directions in ELT.
Acknowledgments

This doctoral dissertation would not have been possible without the assistance and support of many people. To begin, I would like to thank Dr. Enrica Piccardo, my supervisor, who has supported me immensely since the start. Your belief in me gave me the courage to design this research and invite other people to join in. Thank you for always taking me out of my comfort zone to try creative ways of thinking. Your generosity sharing knowledge and helping me improve my work is an inspiration to me and I hope I can follow on your footsteps as I advance in my academic career.

To Dr. Eunice Jang, a committee member, for your encouragement designing the methodology of this research. Your Mixed Methods course has opened up my understanding of this type of research and it is thanks to you that I have been able to refine the design of this study. Your rigorous feedback has improved the quality of this dissertation. Thank you!

To Dr. Jeff Bale, a committee member, for your support throughout my doctoral research. Your ongoing guidance and positive attitude toward my work have supported me immensely. Thank you also for your very helpful comments on my work: they have helped improve the quality of this dissertation.

To Dr. Danièle Moore, the external reviewer, for providing such encouraging comments about the diligence and rigour of my work. To Dr. David Booth, the internal-external examiner, for the ongoing support from the moment I applied for the PhD program to its end. Finally, to Dr. Jim Cummins, the alternate internal-examiner, for being an ongoing inspiration and for engaging in such rich discussions on multilingualism and plurilingualism. I have learned so much from all of you.

I would like to thank Bruce Russell, director of the International Foundation Program (IFP) at the University of Toronto and my supervisor as a Senior Doctoral Fellow, for your support throughout this research. Thank you for welcoming me into the IFP and allowing me to collaborate with the instructors and learn from them. Being part of the IFP community has enhanced my understandings of how to translate the theory of plurilingualism into practice and my research would not have been possible without your support. Thank you.
A very special gratitude goes out to Katherine Anderson, Tyson Seburn, and Dr. James Corcoran for all your support throughout my research. Your encouragement and energy have given me the support needed to keep things moving forward.

To all of the seven instructors, a heartfelt thank you for your participation in this research. This work would not have been possible without your generosity and dedication. I learned so much from you, from ways to apply the plurilingual tasks to improvements. Thank you for inviting me into your classrooms, for going out of your way to apply the intervention and for always being open to try out new things. You have always received me with a smile and willingness to help me. Please accept my deepest gratitude.

To all of the 129 international students who participated in this study, my sincere thank you for your generous participation. Thank you for sharing the knowledge about your languages and cultures and your elaborate responses during the data collection process. It’s thanks to your hard work that I could complete this dissertation.

I am grateful to the financial support that has made it possible for me to work on my dissertation full-time, including: the University of Toronto PhD funding (2013–2015); an Ontario Graduate Scholarship (2015–2016); a Doctoral award from the Social Sciences & Humanities Research Council of Canada (2016–2018); a Doctoral award from the International Research Foundation (TIRF) for English Language Education (2016); the Senior Doctoral Fellowship from the International Foundation Program at New College–University of Toronto (2017); and the AAAL Multilingual Matters Graduate Student Award (2018).

Many thanks to my colleagues in the PhD program: Faith Marcel (and family), Yecid Ortega, Amir Kalan, Steven Leigh, Diane Barbaric, Danielle Freitas, Bapujee Biswabandan, Max Antony-Newman, and Marina Antony-Newman. All the conversations at the CERLL Informal Seminar Series have been very helpful. Thanks also to colleagues in the SCOLAR group: Mimi Masson, Artem Babayants, Mat Schulze, Matt Matbury, Shakina Rajendran, and Yuliya Desyatova. A special thanks goes to Dr. Merrill Swain for generously sharing her knowledge in Applied Linguistics research and suggesting improvements to the data collection process. Thank you also to Li Yong for helping me understand more about Chinese language and culture and for translating the content produced by Chinese student participants into English. A big thank you
also goes to Anton Svendrovski for his support with statistical analyses and Bryan Wright for helping edit this dissertation.

My sincere gratitude goes to my mama, Luzia de Campos Costa, for always instilling in me the “ganas” to reach my goals. My accomplishments are yours, too. You have always supported me and taught me to always try to be a better person. Gracias por hablar conmigo en español, italiano, português y inglés. My gratitude also goes to my father, Valdir Galante: thank you for maintaining the Italian in you and sharing this heritage with me. I also thank my sisters Rosângela Galante and Luciana Galante for all the emotional support during the completion of this work.

And finally, thank you Danny Cavanagh for being part of this journey. Your ongoing support has given me the necessary strength to finish this work. Thank you for always being by my side and allowing me the time and energy to focus on completing this work. Consider this your accomplishment as well. Thank you also for polishing the final version of this dissertation. I look forward to the next chapter of our life together.
## Table of Contents

Acknowledgments ........................................................................................................ iv

Table of Contents ......................................................................................................... vii

List of Tables ................................................................................................................. xi

List of Figures ................................................................................................................ xii

List of Appendices ....................................................................................................... xiii

List of Acronyms .......................................................................................................... xiv

### Chapter 1 Research Introduction .................................................................................. 1

1.1 Research overview ................................................................................................. 1

1.2 Research questions .............................................................................................. 3

1.3 Canada’s linguistic landscape ............................................................................... 5

1.4 EAP programs ...................................................................................................... 6

1.4.1 EAP programs in multilingual and multicultural Canada ................................ 7

1.5 Personal location: mapping the plurilingual researcher ...................................... 8

1.6 Key terms ............................................................................................................. 9

1.6.1 Translanguaging ............................................................................................ 10

1.6.2 Multilingualism ............................................................................................. 12

1.6.3 Plurilingualism ............................................................................................. 13

1.7 Overview of the dissertation .................................................................................. 15

### Chapter 2 Literature Review ..................................................................................... 17

2 Theory and practice of plurilingualism .................................................................... 17

2.1 Theoretical underpinnings of plurilingualism ....................................................... 17

2.1.1 Epistemological considerations ...................................................................... 19

2.1.2 Plurilingual repertoire .................................................................................. 23

2.1.3 Plurilingual and pluricultural competence (PPC) ....................................... 24

2.1.4 CEFR plurilingual and pluricultural descriptors .......................................... 26

2.2 Empirical studies examining plurilingualism ....................................................... 29

2.2.1 Affordances of plurilingual instruction ......................................................... 29

2.2.2 Traits and strategies of plurilinguals ............................................................ 32
2.2.3 Disconnect between theory and practice ........................................... 35
2.3 Conceptual framework ............................................................................. 38

**Chapter 3 Research Design** ..................................................................... 41

3 Overall research design ............................................................................. 41
3.1 Concurrent embedded mixed methods design ........................................... 42
3.2 Site and recruitment ................................................................................ 45
3.3 Participants .............................................................................................. 47
  3.3.1 Instructors .......................................................................................... 47
  3.3.2 Students ............................................................................................. 47
3.4 Implementation phase .............................................................................. 48
3.5 Tasks ........................................................................................................ 50
  3.5.1 Plurilingual tasks ............................................................................... 50
  3.5.2 Monolingual tasks .............................................................................. 51
3.6 Data collection .......................................................................................... 52
  3.6.1 Plurilingual and pluricultural competence (PPC) scale ....................... 54
    3.6.1.1 Identification of scale items ......................................................... 54
    3.6.1.2 Validation of the scale ............................................................... 55
  3.6.2 Student diaries ................................................................................... 58
  3.6.3 Classroom observations ................................................................. 59
  3.6.4 Focus groups ...................................................................................... 60
  3.6.5 Instructor interviews ......................................................................... 61
3.7 Data analysis ............................................................................................ 61
3.8 Knowledge mobilization .......................................................................... 67

**Chapter 4 Implementation of Plurilingual Instruction** ............................. 69

4 Implementing plurilingual instruction in ELT ............................................. 69
  4.1 Plurilingual and pluricultural practices in the EAP classroom .............. 69
    4.1.1 Reflection of plurilingual identity ................................................. 70
    4.1.2 Translanguaging and comparons nos langues ............................. 74
    4.1.3 Cross-cultural comparisons and intercultural encounters .......... 76
    4.1.4 Intercomprehension ..................................................................... 78
  4.2 Instructors’ comfort levels with plurilingual instruction ....................... 79
4.3 Instructors’ advice for the implementation of plurilingual instruction ............................................. 82
4.4 Summary of the results .......................................................................................................................... 84

Chapter 5 Students’ Perceptions of Plurilingual Instruction ................................................................. 86
5 Affordances and challenges of plurilingual instruction ......................................................................... 86
5.1 Affordances of plurilingual instruction .............................................................................................. 86
  5.1.1 Cognition ........................................................................................................................................ 87
  5.1.2 Plurilingual and pluricultural awareness ....................................................................................... 92
    5.1.2.1 Plurilingual identity .................................................................................................................. 92
    5.1.2.2 Dialects .................................................................................................................................... 95
    5.1.2.3 Plurilingual trajectory ............................................................................................................... 97
    5.1.2.4 Pluriculturalism ......................................................................................................................... 99
  5.1.3 Flexible language and cultural use ................................................................................................. 102
  5.1.4 Additional language and cultural learning .................................................................................... 108
  5.1.5 Awareness of societal multilingualism and multiculturalism ...................................................... 112
  5.1.6 Empathy ....................................................................................................................................... 116
  5.1.7 English language learning ............................................................................................................ 119
  5.1.8 Relatability ..................................................................................................................................... 122
  5.1.9 Critical thinking ............................................................................................................................. 126
  5.1.10 Willingness to learn additional languages .................................................................................. 129
5.2 Challenges of plurilingual practices ................................................................................................. 132
  5.2.1 Translation challenges .................................................................................................................. 133
  5.2.2 Monolingual posture ...................................................................................................................... 134
5.3 Summary of the results ....................................................................................................................... 135

Chapter 6 Instructors’ perceptions of plurilingual instruction .......................................................... 136
6 Affordances and challenges of plurilingual instruction ........................................................................ 136
6.1 Affordances of plurilingual instruction ............................................................................................. 136
  6.1.1 Plurilingual instruction is more beneficial than monolingual instruction ..................................... 137
  6.1.2 Shared lived experiences ............................................................................................................... 139
  6.1.3 Challenging the monolingual and monocultural mindset ............................................................. 140
  6.1.4 Role reversal .................................................................................................................................. 142
  6.1.5 Validation of plurilingual practices .............................................................................................. 144
Chapter 7 Plurilingual Instruction for Enhancement of Plurilingual and Pluricultural Competence ................................................................. 157

7 Effects of plurilingual instruction on PPC levels ................................................................. 157
  7.1 PPC levels between plurilingual and monolingual groups ............................................... 157
  7.2 Instructors’ perceptions of students’ PPC levels over time ........................................... 159
  7.3 Summary of the results ........................................................................................................ 162

Chapter 8 Conclusion ............................................................................................................. 164

8 Overview ................................................................................................................................ 164
  8.1 Discussion of results ........................................................................................................... 164
  8.2 Limitations ......................................................................................................................... 171
  8.3 Implications ......................................................................................................................... 173
    8.3.1 Methodological implications ....................................................................................... 173
    8.3.2 Policy implications ........................................................................................................ 174
    8.3.3 Pedagogical implications .............................................................................................. 174
  8.4 Future directions for the implementation of plurilingualism in ELT ................................. 175

References .................................................................................................................................. 178

Appendices .................................................................................................................................. 203
List of Tables

Table 1 Integration of data types ........................................................................................................... 44
Table 2 Student distribution across groups ............................................................................................... 52
Table 3 Data collection timeline ........................................................................................................... 53
Table 4 Data sources and analytical approaches for each research question ....................................... 62
Table 5 Description of categories that emerged from inductive analysis ............................................ 66
Table 6 Themes and analysis with abductive inferences ........................................................................ 165
List of Figures

Figure 1. Conceptual framework ............................................................................................ 39
Figure 2. Concurrent embedded mixed methods design.......................................................... 45
Figure 3. Sara’s language portrait.......................................................................................... 72
Figure 4. Esther’s language portrait...................................................................................... 73
Figure 5. Students’ perceptions of affordances of plurilingual instruction ......................... 87
Figure 6. Students’ perceptions of challenges of plurilingual practices ............................... 132
Figure 7. Instructors’ perceptions of affordances of plurilingual instruction ..................... 137
Figure 8. Instructors’ perceptions of challenges of plurilingual instruction ....................... 150
Figure 9. PPC levels between groups and over time ............................................................. 158
List of Appendices

Appendix 1: Companion website......................................................................................................................... 203
Appendix 2. Ethical review approval.......................................................................................................................... 205
Appendix 3. Blackboard recruitment announcement.................................................................................................. 206
Appendix 4. Consent forms ........................................................................................................................................ 208
Appendix 5. Plurilingual tasks ................................................................................................................................... 222
Appendix 6. Monolingual tasks .................................................................................................................................. 260
Appendix 7. Demographic questionnaire .................................................................................................................... 278
Appendix 8. Plurilingual and pluricultural competence (PPC) scale ........................................................................ 297
Appendix 9. Diary guidelines ..................................................................................................................................... 298
Appendix 10. Classroom observation guide ............................................................................................................... 299
Appendix 11. Focus group and guiding questions........................................................................................................ 300
Appendix 12. Teacher interview guide ....................................................................................................................... 302
Appendix 13. Statistical tests for PPC levels............................................................................................................... 305
# List of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALS</td>
<td>Academic Listening and Speaking (course)</td>
</tr>
<tr>
<td>ANOVA</td>
<td>Analysis of Variance</td>
</tr>
<tr>
<td>CEFR</td>
<td>Common European Framework of Reference for languages</td>
</tr>
<tr>
<td>CELTA</td>
<td>Certificate in English Language Teaching to Adults</td>
</tr>
<tr>
<td>CoE</td>
<td>Council of Europe</td>
</tr>
<tr>
<td>CRW</td>
<td>Critical Reading and Writing (course)</td>
</tr>
<tr>
<td>EAP</td>
<td>English for Academic Purposes</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
</tr>
<tr>
<td>ELT</td>
<td>English Language Teaching</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>IELTS</td>
<td>International English Language Testing System</td>
</tr>
<tr>
<td>PPC</td>
<td>Plurilingual and Pluricultural Competence</td>
</tr>
<tr>
<td>TESL</td>
<td>Teaching English as a Second Language</td>
</tr>
<tr>
<td>TESOL</td>
<td>Teaching English to Speakers of Other Languages</td>
</tr>
</tbody>
</table>
Chapter 1  
Research Introduction

1.1 Research overview

The field of Applied Linguistics has historically focused on the acquisition of additional languages from a monolingual perspective, that is, by using the target language only in classroom interactions. This tradition is a product of the rise of nationalism which shaped itself throughout a centuries-long process, when a national tongue was typically chosen to represent the state while other languages/dialects were discredited (Bartal, 1993; Piccardo & North, in press). Monolingualism has prevailed for over a century and a half now (Gal, 2011) and lingered on through the 20th century. In language education, monolingualism has been influenced by the works of Noam Chomsky (1965), who posited that linguistic performance should be based on the native speaker model, which was created on the basis of an ideal speaker as a member of a homogenous community. This monolingual ideology has posed serious challenges to language learners given that performing in a second language (L2) based on the native speaker model is both unnecessary and unrealistic. However, both the concept of the ideal speaker of a language and the notion of homogenous communities have both been challenged due to a lack of connections with the social context and its complexity; for example, besides purely linguistic competence (e.g., grammar and phonology), a native speaker acquires knowledge related to language appropriateness and pragmatics, linking language to its use in a given society (Hymes, 1972). Aspects that include the manner in which a message is delivered, and the register and varieties/dialects used, contribute to introducing the notion of heterogeneity for both speakers and communities, moving away from linguistic purity (Hymes, 1972; Phillipson, 1992; Widdowson, 1998). Using the native speaker model to compare language produced by non-native speakers has been heavily criticized over the past years (Cook, 1999; Creese & Blackledge, 2010; Cummins, 2007; Jenkins, 2009; Lin, 2006; Pennycook, 2010) and opened up possibilities of a paradigm shift in language learning.

In recent years, a shift from monolingualism to multi/plurilingualism, which posits the notion of the interconnectedness of languages, has been established (see overview in Conteh & Meier 2014; Kubota, 2016; May, 2014; Piccardo & Puozzo Capron, 2015), and links from theory to practice have been proposed (Candelier et al., 2010; Ellis, 2016; and Galante, 2018a, among
This shift addresses current mobility trends such as increasing migration, immigration, globalization, and technological advances as well as the communicative needs in diverse contexts. A plurilingual shift moves away from the structuralist notion of language as a set of standard grammatical norms used in homogenous communities to the use of language as synergically interacting to generate new meanings (Canagarajah, 2018; Piccardo, 2013). It also challenges traditional understandings of language as a purely cognitive function, as a rigid system of a grammar that is considered normal, as a domain of nation-states, and as an element of uniformity, homogeneity and purity. Instead, plurilingualism focuses on language contact in everyday life, with no boundaries between languages, and on the mix of languages for meaning making and communication. While in a monolingual paradigm the mix of languages is viewed as “contamination,” in plurilingualism this mix is viewed as a resource. In increasingly linguistically and culturally diverse societies, individuals make use of several languages and dialects to perform everyday tasks such as reading news items, shopping, texting, and using online tools. All of these tasks may require different languages and/or a mix of languages depending on the context, situation, and interlocutor. Therefore, the notion of language in a plurilingual framework encompasses a linguistic repertoire with languages, dialects and cultural knowledge, which is explained in detail in Chapter 2.

Given that many landscapes and individuals are increasingly becoming linguistically and culturally diverse, as is the case in Canada (Statistics Canada, 2016a), the field of Applied Linguistics has acknowledged a change toward conceptual frameworks that move away from uniformity and the notion of the idealized native speaker. Frameworks such as bilingualism (Baker, 2011; Heller, 2007), multilingualism (Cenoz, 2013; Cummins, 2009), translanguaging (Canagarajah, 2011; García & Wei, 2014; Lewis, Jones & Baker, 2012a; Lewis, Jones & Baker, 2012b; MacSwan, 2017; Otheguy, García & Reid, 2015, 2018), and plurilingualism (Coste, Moore & Zarate, 2009; CoE, 2001; 2006; 2007; 2018; Ellis, 2016; Piccardo, 2013; 2018) encourage the use of two or more languages in language classrooms. While these frameworks have been readily available for decades, the plurilingual shift is lagging in Applied Linguistics, particularly in English Language Teaching (ELT), in which reliance on monolingualism still prevails (Cook, 2016; Ellis, 2016). Because of the historical prevalence of a monolingual framework in ELT, it is not surprising that a plurilingual shift is still a challenge in practical terms. In fact, a shift in the conceptualization of additional language learning is needed for
effective implementation, but a considerable amount of time is needed for this shift to be solidified (Piccardo & Galante, 2018). This doctoral dissertation aims to help solidify the plurilingual shift through the implementation of plurilingualism as a theoretical framework in practical terms. It reports results of a study investigating affordances and challenges of plurilingual instruction in ELT, more particularly in an English for Academic Purposes (henceforth EAP) program, which is an area in need of a plurilingual shift.

In Canada, EAP programs are popular and attract students from all across the globe, especially those who wish to complete postsecondary studies in a college or university. EAP differs from general English as a Second Language (ESL) and English as a Foreign Language (EFL) programs as it is primarily concerned with teaching the necessary English skills to perform academic tasks (Charles, 2013). In an ESL/EFL program, students complete tasks for general communication—for example how to order food in a restaurant—while, in an EAP program students learn academic language in English—for example, how to use discourse markers and signposts in an academic oral presentation. Traditionally, EAP programs have been taught in English only with little or no use of students’ knowledge of other languages and cultures as a resource to learn English and to communicate with people from different cultures (Cummins, 2007; Wiley & Lukes, 1996). Many EAP programs follow a monolingual principle, similar to what Cummins (2007) refers to as the assumption that languages in people’s brain are separate and autonomous, and in the case of bilinguals, the two languages are viewed as “two solitudes” independent from one another. However, several calls have been made to investigate alternative frameworks for language teaching and learning which move away from monolingualism to include student engagement with other languages for more effective learning (Canagarajah, 2011; Cenoz & Gorter, 2013; Cummins, 2009; Ellis, 2013; García & Sylvan, 2011; Gogolin, 1994; Gramling, 2016; Marshall & Moore, 2018; Piccardo, 2013; Wilson & González Davies, 2017 just to name a few). This was precisely the goal of the research study reported in this dissertation.

1.2 Research questions

While ELT through a monolingual framework (English only) has prevailed, plurilingualism is an alternative framework that offers opportunities to challenge the monolingual ideology and goes beyond learning English only. Anecdotally, in my previous experience as an ELT/EAP
instructor—fifteen years in Brazil and nine years in Canada—I have observed language students, including myself, use their linguistic repertoire as a strategy to harness previous knowledge and advance new language learning. This means that if present pedagogical orientations in ELT programs focus on English only, they fail to recognize students’ repertoire and may hinder learning. In addition, there is a need to include variations/dialects of given social and geographical locations, as this knowledge is crucial for students to deepen their understanding of linguistic and cultural diversity, even if this is within the same language.

This study addresses these issues in an investigation of an EAP program in the multilingual city of Toronto, Canada. The overarching goal of this study was to investigate affordances and challenges of plurilingual instruction relative to monolingual instruction from both students’ and instructors’ viewpoints. It also examined the effects of plurilingual instruction on EAP students’ perceived plurilingual and pluricultural competence over time and between groups. Four research questions were posed:

1. How is the theoretical framework of plurilingualism implemented in an EAP program?
2. What are EAP students’ perceptions of plurilingual instruction?
3. What are EAP instructors’ perceptions of plurilingual instruction?
4. Does plurilingual instruction have an effect on EAP students’ perceived plurilingual and pluricultural competence levels in the treatment group compared to the comparison group over time?

To respond these research questions, I conducted the study in an EAP program in intact classrooms, with two groups of students receiving different instructional approaches: one group received plurilingual tasks and the other group received monolingual tasks. I had the opportunity to gather students’ perceptions of plurilingual and pluricultural competence from both groups at the start and at the end of the program to compare any potential improvement across groups and over time. I also observed the instructors’ implementation of plurilingual tasks and the students’ engagement with this type of instruction. Furthermore, I collected responses from both students and instructors about their perceptions of plurilingual instruction. Such a complex research endeavour demanded a research design that would provide multiple sources of evidence to
answer the research questions and that would engage the voices of multiple agents involved in the study. For these reasons, I chose to employ a mixed methods design (e.g., Caracelli & Greene, 1997; Creswell & Plano Clark, 2011; Johnson, Onwuegbuzie & Turner, 2007). While this dissertation is about a study that seeks to understand potential affordances and challenges of plurilingual instruction, it is also about the inclusion of students’ and instructors’ voices concerning this type of instruction. The city of Toronto, Canada, also deserves attention as it was the context of the study and where all student and instructor participants were living in at the time of data collection.

1.3 Canada’s linguistic landscape

While Canada is officially bilingual—English and French—it is, in fact, multilingual. In precolonial times, several indigenous languages co-existed in a land that had not yet been named Canada. With the French and English colonization, and the linguistic and cultural genocide perpetuated by policies, along with the atrocities that occurred in Residential Schools, many of these indigenous languages have disappeared (Skutnabb-Kangas, Bear Nicholas & Reyhner, 2016). In postcolonial times and after historical waves of immigration, immigrant languages started to reshape the linguistic landscape of the country. The latest census indicates that there are 60 indigenous languages, many of them endangered, and approximately 140 immigrant languages in Canada (Statistics Canada, 2011). Nearly 20% of Canadians (7.7 million) speak more than one language at home, an increase of 13.3% from 2011 and 2016 (Statistics Canada, 2016a). This linguistic diversity is inherent in the Canadian context where indigenous and immigrant languages are spoken across the country while in Toronto alone, over 46% of the population speaks an immigrant mother tongue, with Cantonese and Mandarin being the top two immigrant languages (Statistics Canada, 2016b). This multilingual and multicultural identity is further reinforced—although not always translated into practice—by current policies such as the Canadian Multicultural Act (Canada, 1985), the Canadian Charter of Rights and Freedoms (Canada, 1982) and the Truth and Reconciliation Commission of Canada (2015), with the latter calling for the revitalization of indigenous languages. Given that several languages along with their varieties/dialects and cultures are integral to the Canadian landscape, particularly in urban centres, homogenous linguistic communities are non-inexistent.
1.4 EAP programs

University EAP programs are popular and attract thousands of international students to Canada every year. In 2012, the country hosted 265,400 international students, many in EAP programs, and strategies to double this number by 2022 have been developed (Canada’s International Education Strategy, 2014). The popularity of EAP programs in Canada is unsurprising given the high status of the English language across the globe. Typically, the vast majority of EAP students have the status of international student, with a few being newcomers (holding immigrant status) in the country. The main goal of these students is to develop their academic language skills to meet high proficiency levels in English, one of Canada’s official languages, and join a university program.

While the completion of an EAP program is not a requirement when applying for an undergraduate program in an English-speaking university in Canada, proficiency in English is expected. Many high school graduates from across the globe wish to pursue an undergraduate degree in a Canadian university but meeting the English language requirements is a challenge. When these requirements are not met and direct entry is not offered, the EAP program is an attractive alternative as it is designed to assist international students and newcomers to gain academic knowledge and skills, including language proficiency along with academic cultural knowledge. For example, EAP programs prepare students to apply academic conventions commonly used in a Canadian university: how to structure an academic paper, how to create a list of references following American Psychological Association (APA) guidelines, and how to use assertive language in oral discussions, among others. Because these students graduated in a high school with a different set of established conventions, learning about academic English conventions used in Canadian universities can help them gain access to an undergraduate program. What constitutes as plagiarism, effective written essays, oral presentations, and group discussions in a Canadian university may each differ from that of other countries, as well as the way to create reference lists in academic essays. Thus, learning new conventions is necessary for international students not only to gain access to a Canadian university but to succeed in the chosen undergraduate program. In addition, the linguistic and cultural knowledge learned in international students’ home countries serves as a valuable resource when they arrive in Canada; however, this knowledge is currently little explored. One main criticism of EAP programs is the focus of academic literacies based on the assumption that “the academy is a relatively
homogenous culture” (Lea & Street, 1998, p.159). Furthermore, there is an imminent risk that the student population is taken as homogenous, failing to recognize that communities of practice in academia are multiple (Lea, 2004). While instructors may be well intentioned in their attempt to include students’ linguistic and cultural knowledge, they often do so in an informal way given that many EAP curricula have little space for or no inclusion of this diversity (Galante, 2014a; 2018b).

1.4.1 EAP programs in multilingual and multicultural Canada

While Canada is officially bilingual, its status as a multilingual and multicultural country is supported by policies such as the Canadian Multicultural Act (Canada, 1985), which not only recognizes but promotes linguistic and cultural diversity. For example, section 3 (1) (i) of the Act states that the policy of the Government of Canada is to:

preserve and enhance the use of languages other than English and French, while strengthening the status and use of the official languages of Canada (p. 4)

It is clear that a multilingual Canada is a main goal posed by the Act, along with the vitality of the official languages. As for culture, section 3 (1) (a) mandates Canadian residents to:

recognize and promote the understanding that multiculturalism reflects the cultural and racial diversity of Canadian society and acknowledges the freedom of all members of Canadian society to preserve, enhance and share their cultural heritage (p. 3)

Despite the support from policy, this reality is only partially represented, with university policies expecting international students to perform monolingually and follow a single dominant academic culture. Thus, the current multilingual and multicultural social status is somewhat different from the reality in educational settings, including EAP programs. These programs typically encompass multilingual classes, that is, students who already speak their L1 and may speak an L2 or L3 that is not English. Thus, the delivery of EAP programs though a monolingual framework is incompatible with the multilingual and multicultural reality of the classroom and of the country. This study addressed the need to overcome monolingualism by examining plurilingual instruction in an EAP program in Toronto, a recognized multilingual and multicultural city.
1.5 Personal location: mapping the plurilingual researcher

My interest in plurilingualism and instructional approaches is not mere coincidence. I was raised in a linguistically and culturally diverse environment, both at home and in my community. I was born in Brazil, a diverse country with over 200 languages, including indigenous and immigrant languages (IBGE, 2010). Portuguese is the official language due to colonial times but many other languages co-exist in the country. My upbringing is not atypical for a Brazilian, whose heritage goes back to indigenous and/or immigrant languages; in my case, my parents, grandchildren of immigrants to the country, enabled me to develop my own plurilingualism, although not consciously. Growing up with Italian and Spanish words and expressions blended into Portuguese sentences allowed me to use my own language repertoire flexibly, at least at home. The fact that my elder sister would play “school” at home and teach me English also contributed to my creative language development. This plurilingual reality began to dissolve when I started school, where monolingualism—Portuguese only—was expected. This shift between plurilingual to monolingual, primarily happening in school, limited my plurilingual practices to home.

My formal foreign language learning occurred in grade 5, when English was introduced in the school curriculum. After years of language instruction at school and a scholarship program at a local private language institute, I became proficient in English. My passion for languages enabled me to study other languages during my undergraduate program at Universidade de São Paulo, a large Brazilian university. I took courses in Tupi, Italian, Spanish, Esperanto, Latin, ancient Greek, and Portuguese. English is the most popular foreign language in Brazil (British Council, 2014), where social, educational and employment opportunities are somewhat accessible for a proficient English speaker, a fact that motivated me to become an English language teacher.

I spent 15 years teaching English as a foreign language (EFL) and EAP in Brazil, mainly to Brazilian speakers of Portuguese as an L1. In 2009, when I came to Canada to pursue my graduate studies as an international student, I immediately noticed the diversity in university classrooms. A couple of years later, I became an immigrant to Canada and started teaching EAP programs in classes that were multilingual. This new circumstance instilled in me the need to go back to my language roots and look for all the linguistic resources that I had so I could deliver instruction that I considered meaningful and helpful to my students. Taking the course
Plurilingualism and Multilingualism with Dr. Enrica Piccardo, during my PhD program, equipped me with the necessary theoretical and practical knowledge to implement plurilingual instruction in my own EAP teaching. My plurilingual journey, which was once forgotten in my childhood years, was revived not only as a language user but also as a plurilingual researcher. This journey has been documented in a creative digital work I developed during the course and made available online (Galante, 2014b). I informally began experimenting with plurilingual tasks in EAP and my own students’ anecdotal accounts were positive, which motivated me to conduct a formal investigation to either confirm or refute potential affordances of plurilingual instruction. Without a doubt, my personal language journey and my multiple identities (e.g., plurilingual child, international student, immigrant, and language instructor) motivated me to investigate the effects of plurilingual instruction in EAP.

1.6 Key terms

Previous literature on frameworks that challenge monolingualism presents a multitude of terms, as previously noted. It is not uncommon for scholars in the field of Applied Linguistics to use terms such as multilingualism and plurilingualism interchangeably, or to conflate translanguaging with plurilingualism. This may be due to the tradition, readership, or phenomena under investigation. For example, Conteh and Meier (2014) and Gajo (2014) note that the French tradition makes a clear distinction between the terms plurilinguisme and multilinguisme, with the former being associated with the individual, and the latter with the society. This distinction, however, is not universally applied. Marshall and Moore (2018) concede that plurilingualism and multilingualism are similar phenomena, particularly when it comes to the languages existent in a given society, but they highlight two main differences: plurilingualism has a focus on individual repertoire and has an agentive power. Other scholars have also noted that while plurilingualism is typically used to refer to the individual, societies can also be plurilingual (Canagarajah, 2009; Piccardo, 2013), such as in the case of India, countries in Africa, and indigenous communities in Latin America, where plurilinguals use multiple languages and a mix of these languages to communicate on a daily basis. Cummins (2007), whose work has centred on multilingual education, has also conceded to using both terms, with a preference for plurilingualism to “emphasize specifically the dynamic and integrated relationships among languages and varieties within the individual” (p. 111). Others use translanguaging to refer to language practices from individuals who do not strictly separate languages (García & Wei, 2014), a theory that has been
largely used among Spanish-English bilinguals in the U.S. (Otheguy, García & Reid, 2018). What is important to note is that multilingualism, plurilingualism, and translanguaging are frameworks that challenge monolingual assumptions of language use and emphasize the interrelations and flexible use of languages. Because terms can be confusing, clarifications have been made (Cenoz, 2013; Marshall & Moore, 2018; Otheguy, García & Reid, 2015; Piccardo & North, in press) and are important, particularly for researchers who use a theoretical framework that is in line with the phenomena under investigation. This doctoral dissertation makes use of all these terms, but with certain distinctions, as defined below.

1.6.1 Translanguaging

Before discussing translanguaging, it is important to revisit the concept of languaging. Although in Applied Linguistics the terms did not develop sequentially, or concurrently, they complement each other. Languaging is a concept applied when language learners use language to engage in cognitive activity to make meaning (Swain, 2006; 2010; Swain, Lapkin, Knouzi, Suzuki & Brooks, 2009). It involves learners using language to talk it through (Swain & Lapkin, 2002), so that new or deeper understandings can be reached. The process of languaging can be done both orally and in writing, with other people (e.g., dialogues, group discussions), or alone (e.g., inner voice). Learners are agents of their own learning when engaged in languaging and it is through the agentive process that an additional language can make sense and have meaning. Languaging is often done through the use of one single language, which is somewhat different from the concept of translanguaging.

The term translanguaging was first introduced in Welsh—trawsieithu—by Cen Williams (1994; 1996). Williams’ work, centred in the bilingual Welsh/English context, motivated researchers in bilingual education from other contexts to not only apply the term but to develop it epistemologically. Originally, translanguaging referred to a pedagogical practice in bilingual classrooms in which students would use one language for input and another for output. For example, students would read a text in Welsh and write about it in English (or vice versa). This process was viewed as particularly helpful for the development of integrated bilingualism.

Translanguaging continued to be developed and reconceptualized, as noted by Garcia and Lin (2017). In 2009, Garcia defined translanguaging as “an approach to bilingualism that is centred not on languages as has often been the case, but on the practices of bilinguals that are readily
observable” (p. 44). In this definition, the focus was on the natural mix of languages in which bilinguals often engage. In the classroom, translinguaging can be used as a teaching strategy for students to make meaning. In bilingual education this practice often requires the teacher to have competence in the two languages of instruction.

A few years later, a stronger theoretical position was posited. In this position, translinguaging does not consider languages as named languages, that is, as separate entities; rather, it considers individuals to have one single idiolect, regardless of what named language is being used (Otheguy, García & Reid, 2015). This position takes named languages as socially constructed, defined by states and nations, which can place minority language students at a disadvantage. Scholars have challenged this position and argue that denying the existence of named languages and the use among them would mean rejecting the social perspective of deficit when languages are mixed (MacSwan, 2017). Cummins (2017) also notes that if the concept of named languages is not considered, then translinguaging makes little sense, as it is a phenomenon that relies on the mixing of two or more languages. Turner and Lin (2017) also support the idea that translinguaging needs to embody the concept of named languages as necessary for the development of an individual’s linguistic repertoire. More recently, however, clarifications have been made and there seems to be an agreement that, even if the term named language is used as part of one’s idiolect, that does not mean that speakers are not aware of the existence of boundaries between languages and varieties (Otheguy, García & Reid, 2018; Wei, 2018). My position on translinguaging is one that refers to languaging among named languages, or talking it through in one or more languages, with speakers being aware of the existence of boundaries between languages. From a pragmatic viewpoint, it is important to note that translinguaging rejects monolingual ideologies, moving beyond strictly separate use of languages to an integrative and fluid use of language. It has been heavily applied and investigated particularly in bilingual education (Creese & Blackledge, 2010; Gort, 2015; Gort & Sembiante, 2015; Martínez, Hikida & Durán, 2014; Palmer, Martínez, Mateus & Henderson, 2014; Sayer, 2013; Schwartz & Asli, 2013), as well as in contexts where more languages are present in the classroom (Canagarajah, 2011; Cenoz & Gorter, 2015). It often, but not always, requires teachers and students to share the same linguistic repertoire, or use the same languages (or named languages, as some theorists may prefer), particularly in a bilingual program. In a multilingual EAP classroom, however, plurilingualism is more suitable as it embraces a repertoire that includes
many languages, which are typically not shared by instructors and/or students. In this doctoral dissertation, I use the term translanguaging as a natural phenomenon performed by plurilinguals. I also consider translanguaging as a pedagogical strategy, which falls within the plurilingual framework. Specifically, translanguaging is used here to refer to the connections between named languages for meaning making.

1.6.2 Multilingualism

As noted by Cenoz (2013), multilingualism is a complex phenomenon and can refer to both an individual and a society. When referring to the individual, many scholars prefer to use the term plurilingual (Canagarajah & Liyanage, 2012; Cummins, 2017; Moore & Gajo, 2009; Piccardo, 2018) to capture the individual uniqueness of the development of a person’s repertoire. When referring to a society, it refers to the co-existence of many languages, which are not necessarily used by all members in the community (e.g., different from a plurilingual society, as explained in the next section). Toronto, Canada, is an excellent example of societal multilingualism where many plurilinguals reside but who may not share the same languages. While Canada is an officially bilingual country, the province of Ontario, where Toronto is located, has English as the dominant language. Yet, the non-official languages of Ontario’s residents make Toronto multilingual (on a societal level), even if non-officially.

This definition is similar to the distinction made in the Council of Europe documents (CoE, 2001, 2006, 2007, 2018), which clearly distinguish between plurilingualism and multilingualism. In these documents, a plurilingual has a single repertoire with multiple languages, whereas multilingualism generally refers to “societal multilingualism.” In addition, while plurilingualism values the synergies and the mix between languages (Piccardo, 2013), multilingualism maintains languages as separate even in contact situations (Canagarajah, 2018). Another important distinction is that plurilingualism postulates the notion of varying proficiency levels in the languages in one’s repertoire as a normal phenomenon; that is, it does not consider all languages to be developed at a high level of proficiency, which is the case of polyglots. In multilinguals, this is also not always the case. For example, some scholars may still define multilinguals as highly proficient in the languages in their repertoire, while others secure the status of multilingual even if there is little proficiency in these languages (Bassetti & Cook, 2011).
For the purposes of my doctoral research, I use both multilingualism and plurilingualism. The former refers to societal multilingualism, as it best defines the research site, while the latter refers to both individual plurilingualism and instructional pedagogy, as explained in the next section.

### 1.6.3 Plurilingualism

While plurilingualism can also be used to refer to plurilingual societies, as previously noted (Canagarajah, 2009; Piccardo, 2013), this notion is disregarded in this dissertation given the research site. The use of plurilingualism here refers to both individual plurilingualism and plurilingual instruction, while multilingualism is used to refer to the existence of many languages in a society, which is the case of Toronto, Canada.

As consistently discussed in previous plurilingual literature (Cenoz & Gorter, 2013; CoE, 2001, 2006, 2007; Coste, Moore & Zarate, 2009; Cummins, 2017; Marshall & Moore, 2018; Piccardo, 2013, 2018; Piccardo & Puozzo Capron, 2015), plurilingualism encompasses the use of languages and varieties/dialects within an individual’s repertoire. It is similar to multilingualism and translanguaging; however, there are three main distinctions. One is that in addition to language use, plurilingualism includes the notion of pluriculturalism (Coste, Moore & Zarate, 2009), which refers to cultural knowledge gained due to life experiences and trajectories. A second distinction is that partial competence in different languages, dialects and cultural knowledge is seen as unbalanced and uneven, which is viewed as a natural phenomenon rather than a deficiency (CoE, 2001, 2018). A third distinction is agency, which refers to the flexible use of linguistic and cultural knowledge that language users/learners can draw upon based on their plurilingual and pluricultural competence, even if partial (CoE, 2001, 2018). These three distinctions are crucial to the concept of plurilingual and pluricultural competence (henceforth PPC).

As stated by Coste, Moore and Zarate (2009), PPC has three main pillars:

- general proficiency may vary according to the language;

- the profile of language ability may be different from one language to another (e.g. excellent speaking ability in two languages, but good writing ability in only one of them, and partly mastered written comprehension and limited oral ability in a third one);
the pluricultural profile may differ from the plurilingual profile (e.g., good knowledge of
the culture of a community but a poor knowledge of its language, or poor knowledge of the
culture of a community whose dominant language is nevertheless well mastered). (p. 11)

PPC is inherent in plurilingual instruction, which makes use of several strategies such as
intercomprehension, cross-cultural and cross-linguistic comparisons, translation, and
intercultural knowledge, among others. It is also important to note that the flexible use of
language, including translanguaging and code-switching practices between languages and
dialects, is also inherent in plurilingualism (Coste, Moore & Zarate, 2009; Piccardo, 2013, 2014),
as well as in plurilingual instruction.

Plurilingualism is a theoretical framework that gained much attention after the publication of the
Common European Framework of Reference for Languages (CEFR) (CoE, 2001), which puts
forth pedagogical orientations for language teaching. While this document was produced by the
Council of Europe, it is not, in any sense, exclusive to the European context. Many other
countries outside Europe make use of the CEFR to guide language teaching, learning and
assessment, and Canada is no exception (Arnott et al., 2017; Piccardo, 2014; Snoddon, 2015;
Vandergrift, 2006; Wernicke & Bournot-Trites, 2011). However, some critics have expressed
concerns about plurilingualism pushing a neoliberal agenda, one that reinforces power relations
rather than challenging them (Flores, 2013; Kubota, 2016). These concerns refer to the risk of
plurilingualism molding language speakers through the use of linguistic practices to the service
of the neoliberal agenda. Flores (2013) argues for caution in universalizing plurilingualism in an
uncritical framework, one that takes knowledge produced by Europe as a pioneer of tendencies
in language pedagogy, erasing the existing history of plurilingualism in so many non-European
countries. Similarly, Kubota (2016) agrees that uncritical plurilingualism supports “diversity,
plurality, flexibility, individualism, and cosmopolitanism, while perpetuating color-blindness and
racism” (p. 2). Presently, given a plurilingual turn in Applied Linguistics, these concerns are
commendable, yet they should not be exclusive to plurilingualism. As rightly noted by Marshall
and Moore (2018), “the same critiques could be made about almost any knowledge production in
workplaces and higher education institutions” (p. 26), and the fact that plurilingualism alone is
the target of such critique is unreasonable. It would be naïve to think that a language framework
can and should be implemented uncritically and with little or no attention to context and
language speakers. My position of plurilingualism is one that is context-specific, which is
embedded in criticality and is concerned with empowering the linguistic practices of students and how they position themselves in society and in the academic environment (Galante, in press). While I acknowledge that the study is framed following the CoE’s plurilingual framework (2001, 2018), it was critically implemented by taking into consideration the population, the context (Toronto and a university EAP program), and the student-centred nature of the pedagogical framework. All of the processes that were informed by the theory were conducted in a critical manner: the development of the plurilingual tasks was context-specific, the data collection instruments were designed based on the population in the study, and the implementation of the plurilingual tasks was done in collaboration with the instructors. Therefore, care was taken affording plurilingualism and a move away from a neoliberal agenda to be in service of the student population, as the main agents of the study.

Overall, plurilingualism was the chosen theoretical framework of this doctoral dissertation given its comprehensive nature, enveloping languages, dialects and cultures. In addition to the theoretical framework, a focus on pedagogy from a critical plurilingual stance was taken. Because many EAP classrooms in Toronto encompass students from diverse linguistic and cultural backgrounds, plurilingualism is congruent with this reality as students can draw on different linguistic and cultural resources. Thus, the choice of plurilingualism as a theoretical framework and a pedagogical orientation was particularly relevant to the multilingual and multicultural Canadian context where EAP programs are typically multilingual, rather than monolingual or bilingual.

1.7 Overview of the dissertation

This research investigation is discussed in eight chapters. The first chapter has provided an introduction to the research topic, the rationale for the research, and the research questions. Chapter 2 includes a review of literature with a focus on plurilingualism. It is divided into two parts: 1) theoretical understandings of plurilingualism, and 2) empirical research with focus on plurilingual instruction.

Chapter 3 moves on to describe the design of the study. First, I explain the motivations to conduct a mixed methods study in an EAP program in Toronto, Ontario, Canada, and the need to include treatment and comparison groups. In addition, I describe the recruitment processes of instructors and students. Second, I justify the methods chosen, including what constitutes
plurilingual instruction and how it was delivered by participating instructors. The plurilingual tasks used by the instructors are available through a website that accompanies this dissertation: www.breakingtheinvisiblewall.com (see Appendix 1: Research website). After explaining the research data collection processes and methods, I describe the data analyses, including both qualitative and quantitative data.

In Chapters 4–7, I present the results of the study in response to the four research questions, each in a respective chapter. First, I present the results for *RQ1*, which bridges the gap between the theory of plurilingualism and its practice: *How is the theoretical framework of plurilingualism implemented in an EAP program?* Second, I present the results for the three *RQs* that investigate plurilingualism as an instructional approach: in Chapter 5, I present the results that answer *RQ2*: *What are EAP student’s perceptions of plurilingual instruction?*; in Chapter 6, I present the results that answer *RQ3*: *What are EAP instructors’ perceptions of plurilingual instruction?*; and in Chapter 7, I present the results that answer *RQ4*: *Does plurilingual instruction have an effect on EAP students’ perceived plurilingual and pluricultural competence levels in the treatment group compared to the comparison group over time?*

Chapter 8, the concluding chapter, summarizes the focus of this study and acknowledges its limitations. The implications for teacher education in plurilingual instruction along with its practice are discussed and considerations for a shift from a monolingual to a plurilingual paradigm are proposed. Finally, suggestions for future research and practice are made.
Chapter 2
Literature Review

2 Theory and practice of plurilingualism

The literature review is divided into two main parts: the first part reviews theoretical underpinnings of plurilingualism along with its interrelated concepts such as linguistic repertoire, PPC and descriptors of the CEFR (CoE, 2018). The second part reviews empirical Applied Linguistics studies with a focus on pedagogical applications of plurilingual instruction.

2.1 Theoretical underpinnings of plurilingualism

Plurilingualism as a social phenomenon is not a new concept. It has in fact been inherent in many societies around the world and for hundreds of years (Piccardo & North, in press). Societal plurilingual practices have been integral in the Babylonian, Hittite, Assyrian and Persian empires (Piccardo & North, in press), and in countries in South Asia (Canagarajah, 2009; Canagarajah & Liyanage, 2012), South America (Oliveira, 2008), and Africa (Abiria, Early & Kendrick, 2013) since precolonial times. Historically, societal plurilingualism has not been dependent on language policies allowing individuals to make use of a plurality of languages to communicate. As a theoretical framework for pedagogy, however, plurilingualism is somewhat recent, having been advocated by the Council of Europe for just over twenty years (see CoE, 1996, 2001, 2006, 2007, 2018). A solid body of literature on plurilingualism now exists in European countries (Castellotti & Moore, 2002) and it is slowly gaining attention internationally, including publications in non-European countries (see Piccardo, Germain-Rutherford & Clement, 2011; Piccardo & Puozzo Capron, 2015; Taylor & Snoddon, 2013). While plurilingualism was introduced as a main pillar of the Council of Europe’s (CoE) language policy documents, it is important to note that plurilingualism is not exclusive to the European context. For example, proposals have been made for implementation of plurilingualism in the education system in Vanuatu (Willans, 2013), Japan (Kurokawa, Yoshida, Lewis, Igarashi & Kuradate, 2013), the U.S.A. (Farr, 2011), Israel (Olshtain & Nissim-Amitai, 2004), Canada (Piccardo, 2014), and Brazil (Galante, 2015; Oliveira, 2008). In addition, plurilingualism has been investigated in many countries across the globe (see overview in Galante, 2018a), mainly to explore its pedagogical affordances in language classrooms. Thus, because linguistic and cultural diversity
is at the core of plurilingualism, the theory can be applicable to an exploration of the concept of plurality, whether societal or individual, in any given context.

Prior to examining the theory and practice of plurilingualism, it is important to define the term *affordance*. The term emerged with Gibson’s (1979) theory of affordance which puts forth the notion that the world is perceived not only through objects and their spatial relationship with each other but also through the extent to which perception drives action. For example, when someone notices a door handle (perception) in a given room (environment), they are driven to turn the handle (action) to open the door. Piccardo (2017) notes that while Gibson asserts that environments offer opportunities for affordances, he fails to recognize that action can only be taken if the affordance is perceived by the observer. Some years later, the term was reconceptualized to focus on opportunities for action offered by the environment which can be either detected or ignored by the observer (Käufer & Chemero, 2015; Rietveld & Kiverstein, 2014). While individuals can draw on the relationship between objects and the environment, only affordances that are perceived can drive action. Thus, affordance aligns with the concept of agency, in which individuals have choices that influence their decision-making. In the context of plurilingualism, affordances are important as they invite individuals to make use of one language/variety/cultural norm, or another depending on the context and the individuals that people interact with. Similarly, plurilingual instruction can offer affordances that encourage language learners to engage in “perception, exploration and action” which are key for “meaning-making, construction of knowledge and development of criticality” (Piccardo, 2017, p. 5). In this dissertation, I use the term affordances to investigate opportunities offered by plurilingual instruction and the extent to which language learners take actions over their plurilingual repertoire.

In the past two decades, several scholars have asserted theoretical hypotheses about plurilingualism and its affordances, both at the individual and educational levels. At the individual level, previous literature suggests that plurilinguals have a rich linguistic and cultural repertoire that embodies a wide variety of ideas and concepts that in turn enhances creativity, cognitive flexibility, and innovative thinking (Piccardo, 2017; Piccardo & Puozzo Capron; 2013; Skutnabb-Kangas, 2002). Similarly, plurilingualism is regarded as offering a rich source for developing higher cognitive flexibility, linguistic and cultural transfer, and enhanced creative thinking (Boeckmann, Aalto, Atanasoska & Lamb, 2011; European Commission, 2009;
Piccardo, 2017). At the educational level, the Council of Europe has stressed the importance of plurilingualism in schools as it promotes a dynamic process of language development and use, even, if not only at a limited proficiency level (CoE, 2001). Affordances have even been suggested in the business context, in which one’s own plurilingualism and pluriculturalism have been considered assets for communication (Berthoud, Grin & Lüdi, 2013, 2015; Furlong, 2009). All of these hypotheses suggest that from a theoretical standpoint, plurilingualism offers benefits for language learners, as well as the social contexts within which they interact. Yet, it is important to note that the solid development of plurilingualism as a theoretical framework is a result of years of contributions from other theoretical frameworks in Applied Linguistics, strengthening its epistemological conceptualization.

2.1.1 Epistemological considerations

Plurilingualism is a theory whose development did not occur independently of other theories. Biliteracy, pluriliteracies, code-switching, flexible bilingualism, translanguage, translanguaging, plurilanguaging, heteroglossia, multilingualism, and intercomprehension derive from different epistemological traditions, yet feed into a theory of plurilingualism.

Biliteracy represents the juxtaposition of bilingualism and literacy using the notion of a continuum on differing dimensions, such as: micro-macro, oral-literate, monolingual-multilingual, reception-production of oral and written language, and first language-second language (Hornberger, 1989; Hornberger & Skilton-Sylvester, 2000). The notion of a continuum refers to aspects of the two languages that are not “finite, static or discrete” and attention is drawn to the development of biliteracy along both the L1 and L2 (Hornberger, 2004, p.156). Similar to biliteracy, plurilingualism supports the notion of language learning as a continuum and not as a finite level of competence; in addition, competence in different languages—not only L1 and L2—is uneven and ever changing (CoE, 2001, 2018). In plurilingualism, if an individual has different levels of competence in the languages of his/her repertoire, it is considered normal and not a deficiency. Thus, language development will occur as a continuum depending on individual needs, opportunities and investment.

Pluriliteracies include an interrelation, rather than dichotomous notion of a continuum for languages and literacies, with emphasis on types of literacies in sociocultural contexts, semiotics, and hybrid language use (García, Bartlett & Kleifgen, 2007; Meyer, Coyle, Halbach, Schuck &
Ting, 2015). Pluriliteracies as a teaching approach provide learners with links among languages and cultures by focusing on literacies specific to a subject area and discipline, particularly in Content and Language Integrated Learning (CLIL). Plurilingualism feeds into this theory as it also considers the interrelation of languages in one’s repertoire and its hybrid use, with one single repertoire that allows users to draw “where appropriate on an interlinguistic variation and language switching” (CoE, 2001, p. 135); although it is not exclusive to CLIL and this link between languages and cultures can happen at any given time and space.

Flexible bilingualism integrates the use of two languages, where both languages are concurrently used for communication, allowing the speaker agency over the use of languages to negotiate messages (Creese et al., 2011). Flexible bilingualism argues for the integration of languages and opposes an ideology of language separation. Translanguaging views language use exactly the same way with no boundaries between the languages, where the linguistic system is viewed as unitary rather than two systems, one for each language (García, 2009; Lewis, Jones & Baker, 2012a; Lewis, Jones & Baker, 2012b; MacSwan, 2017; Sayer, 2013). Plurilingualism is not different than flexible bilingualism and translanguaging as it also holds language use as part of one single repertoire. As stated in the CEFR Companion Volume, the terms translanguaging and plurilingualism developed concurrently and “by a curious coincidence, 1996 is also the year in which the term translanguaging is recorded” (CoE, 2018, p. 28). One added value that is not offered by flexible bilingualism or translanguaging is that plurilingualism can highlight the partial and uneven competence levels in not only two languages but can include more languages and dialects.

Code-switching comprises the alternation between two languages or language varieties in the context of a single conversation or even within one single sentence (Green & Wei, 2014; Hua, 2008; MacSwan, 1999; Riehl, 2005). Often described as a social use, code-switching is popular among bilingual communities which use two languages for communication. Pedagogically however, code-switching is used as an approach to reinforce language attitudes and practices that are a reality in multilingual social contexts (Canagarajah, 1995). While some theorists have recently argued that code-switching is different from translanguaging in the sense that it does not consider a user’s linguistic system as unitary, but as binary (Otheguy, García & Reid, 2018; Wei, 2018), plurilingualism views code-switching as a “switch from one language or dialect to another,” although these languages may be understood as part of an individual’s single repertoire
and can also be used flexibly and fluidly, like in translanguaging (Piccardo, 2013). One important observation is that plurilingualism embraces both translanguaging and code-switching as dimensions in the theory (CoE, 2018).

Translingualism considers language contact and synergies among languages, as well as the integration of semiotic systems to communicate meaning (Canagarajah, 2013, 2016; Horner, Lu, Royster & Trimbur, 2011). Translingual practices draw on “diverse languages, symbols, and modalities of communication” as a pedagogical approach with different degrees of language mixing (Canagarajah, 2013, p. 41). Once again, feeding into the theory of plurilingualism, the concept of translingualism is present, although not explicitly, when synergies among languages are present (Piccardo, 2017) along with “diverse semiotic resources” (CoE, 2001, p. 7). Plurilingualism as a pedagogical approach includes translingualism and encourages individuals’ use of language and semiotic systems synergically.

Plurilanguaging highlights the process of using not only different languages but also semiotic systems for meaning making, from the viewpoint of the language user (Berthoud, Grin & Lüdi, 2013; Makoni & Makoni, 2010; Piccardo, 2017). This emic (insider) perspective is important in plurilanguaging as it is the language user who perceives affordances for language and semiotic use provided by the environment. The agentive element that is unique to plurilanguaging allows the language user to choose which semiotic—social, cultural and/or material—and linguistic resources—dialects, languages, and registers—to use for meaning making. Agency is at the heart of plurilingualism (Piccardo & Galante, 2018) and plurilanguaging is a process that plurilinguals engage in during their life trajectory.

Heteroglossia includes the use of different kinds of social dialects and signs not as a closed system that unifies language but as a dialogic process of language use (Bakhtin, 1981). Heteroglossia opposes monoglossia, which favours one standard variety as more privileged and powerful than others, typically associated with nationalism. While plurilingualism does not focus on the power relations of languages, it stresses that linguistic varieties and registers are part of user’s repertoire, moving away from monoglossia and “the supposed balanced dichotomy established by the customary L1/L2 pairing” to “the full range of languages available” in individual’s repertoire (CoE, 2001, p 168).
As noted in the previous section, multilingualism recognizes the use of multiple languages existent at the societal level; however, an individual’s unique linguistic repertoire as framed in the plurilingual theory is not always evident (Cummins, 2007; García, 2009; Hornberger, 2001; Moore, 2010). As a pedagogical approach in language classes, multilingualism is often used as a strategy to encourage learners’ use of their L1 as a resource for L2 learning, but it may not necessarily harness learners’ full repertoire. Nevertheless, in the plurilingual theory, a language user has a rich repertoire of languages, dialects and cultures. This plurilingual person is often part of a multilingual society where languages are not used in a fluid and integrated way as is in plurilingual societies. This distinction between plurilingual at the individual level and multilingual at the social level is captured in the plurilingual theory (CoE, 2001, 2018) to focus on language learners and the agency they have over their own repertoire.

Finally, intercomprehension is a concept often used to frame interactions with two or more languages of the same family (e.g., Romance: Portuguese, Spanish, and Italian), which encourages the language user to try to understand and communicate in a language they have no formal studies or little knowledge in (Araújo e Sá, Downing, Melo-Pfeifer, Séré & Vela Delfa, 2009; Degache & Melo, 2008; Doyé, 2005; Doyé & Meissner, 2010; Melo-Pfeifer, 2014). For example, a speaker of Portuguese can use his/her linguistic knowledge to understand Spanish; intercomprehension presupposes that language users already have some linguistic knowledge, which can be built on to advance language learning in another language. Intercomprehension is not about the L1 or L2 or Romance languages only, but includes the entire linguistic repertoire. Another example is a person who speaks Chinese as an L1, English as an L2 and takes risks by reading a text in French, a potential L3, using their prior linguistic knowledge; in this case, it is likely that the L2 would be more helpful for understanding the L3 given the similarities between English and French. In a plurilingual pedagogical approach, language learning requires that students use their prior linguistic knowledge to leverage knowledge in the new language of study. Therefore, intercomprehension is an important dimension integral to the plurilingual theory.

Taken together, these epistemological traditions are not entirely divergent and have developed over time to reject monolingual ideologies in language teaching and learning. In this dissertation, I consider these epistemologies as integrated into the broader theory of plurilingualism. While I acknowledge other researchers may use different epistemologies, I chose plurilingualism as it is
suitable to the multilingual context of Canada, the plurilingual approach implemented in the EAP program where my research took place, and the student population that is highly plurilingual.

2.1.2 Plurilingual repertoire

One of the main pillars of plurilingualism, plurilingual repertoire encompasses the notion of valuing an individual’s linguistic repertoire, a term that has been commonly used within the plurilingual literature (see Blackledge & Creese, 2010; Blommaert & Backus, 2013; Otsuji & Pennycook, 2010). The term repertoire is not new and Busch (2012) has provided a comprehensive historical use of the term that traces its origins back to the 1960s, with John Gumperz’s notion of verbal repertoire (Gumperz, 1964). Similar to the use of plurilingual repertoire, Gumperz’s verbal repertoire focuses on social interactions and language use in a given community. Drawing upon both Derrida’s (1998) and Butler’s (1997) linguistic repertoire, Busch also considers factors such as language power and desire as inherent in the term. In addition, linguistic repertoire “can be seen as a space both of restrictions and potentialities,” which encompasses dimensions of “perceiving, experiencing, feeling, and desiring” (Busch, 2012, p. 7-8). Three years later, Busch (2015) expanded the concept of linguistic repertoire and added the bodily/emotional dimension of language, including feelings of joy, shame, anger and fear experienced through language use. Enfolding all these affective notions together, linguistic repertoire envelops individuals’ past and future references, and includes social, historical and biographical dimensions, both at the cognitive and emotional levels. Busch’s (2012, 2015) elaborations of the term allow us to consider linguistic repertoire as the knowledge and use of languages and dialects individuals possess, avoid, and/or desire; linguistic repertoire is embedded in an individuals’ historical, ideological and biographical dimensions, and it is about both their past and future, which are all parameters dependent on an individual’s life trajectory that contributes to a unique plurilingual experience. Thus, linguistic repertoire is at the core of the plurilingual theory.

Plurilinguals can access their linguistic repertoire and use it for diverse reasons; for example, one language at school, one language at home, and another language for travel. Obviously, languages do not have to be separated and plurilinguals have agency to use two or more languages at the same time. Plurilinguals can code-switch and translanguage whenever they wish or need. As pointed out by Kern and Liddicoat (2008) “l’individu plurilingue et pluriculturel est un
locuteur/acteur et dans la classe et dans ses expériences culturelles de tous les jours” (p. 31), in which both linguistic and cultural repertoire are put into daily use. One of the key features of plurilingualism is that it considers plurilinguals’ unlevelled and unbalanced competence and proficiency in their languages as normal rather than a deficiency (Moore & Gajo, 2009). Languages are accessible to plurilinguals as one repertoire, instead of as separate or isolated languages and this also includes cultural knowledge (Coste, 2001). In plurilingual instruction, access to a repertoire is considered a common and frequent phenomenon among plurilinguals and is encouraged as a pedagogical benefit for language and cultural learning.

Plurilingualism also holds that during the development of a new language, the integration of languages within a person’s linguistic repertoire can be activated and stimulated (Coste, Moore, & Zarate, 2009). Learners’ linguistic repertoires are recognized, valued and used for the transfer of linguistic and social skills between or among languages, which aids in new language learning (García & Sylvan, 2011; Piccardo, 2013). Plurilingualism is mainly concerned with engaging individuals to make use of two or more languages along with cultural knowledge at different levels of competence, within a context that provides them with agency to use this knowledge (Candelier et al., 2010; Grommes & Hu, 2015; Piccardo, 2013, 2014). Given each person has a unique plurilingual blueprint (Galante, in press), agency is particularly important. Furthermore, in plurilingual instruction, it is paramount that instructors not only allow this agency to be explored but to encourage its continual development.

2.1.3 Plurilingual and pluricultural competence (PPC)

Prior to exploring the notion of PPC, it is important to go back to the notion of competence in the Applied Linguistics literature. The term competence has been subject to controversies after its introduction in the field of second language acquisition, mostly because it was associated with Chomsky’s (1965) notion of competence in a native language. From a Chomskyan perspective, competence is defined as the grammatical knowledge of language based on the native speaker of a language, while performance is the actual use of language. Moving away from monolingual ideologies and native speakerism, Hymes (1972) spearheaded a sociolinguistic perspective for the notion of competence, namely communicative competence, in which both linguistic knowledge and how language is used in social communications are deemed important. The social dimension was later taken up by many theorists, which led to repeated reconceptualization of the
model of communicative competence over the years (Canale & Swain, 1980, 1981; Canale, 1983; Celce-Murcia, 1995; Celce-Murcia, Dörnyei, & Thurrell, 1995; Celce-Murcia & Olshtain, 2000; Celce-Murcia, 2007). All of these models agree that the social dimension is paramount in communicative competence.

In language teaching and learning, the CEFR (CoE, 2001) has been pivotal in the implementation of communicative competence in both assessment and pedagogy (North, 2014). In the CEFR, illustrative scales for communicative language competence include three main pillars: linguistic (e.g., vocabulary, grammar, phonology), sociolinguistic (e.g., appropriate behaviour; formal and informal registers) and pragmatic (e.g., flexibility, coherence, precision). The Chomskyan distinction between competence and performance differs from that of the CEFR which explicitly defines that competence is both the knowledge and the use of language, with descriptors that “separate out the many different components of communicative competence, knowledge (largely unconscious) of and ability to handle formal structure” (CoE, 2001, p. 116). Communicative competence includes general competences, such as declarative knowledge (savoir), skills and know-how (savoir-faire), existential competence (savoir-être), and ability to learn (savoir-apprendre), considering both “knowledge of, and ability to use” language (CoE, 2001, p. 109).

Besides communicative language competence descriptors, the CEFR (CoE, 2001) makes suggestions for the inclusion of not only linguistic but also cultural competence. Thus, the concept of PPC first emerged, even if implicitly, in 2001:

the plurilingual approach emphasises the fact that as an individual person’s experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact. In different situations, a person can call flexibly upon different parts of this competence to achieve effective communication with a particular interlocutor. (p. 4)
Language and culture within the individual is part of the plurilingual approach to language learning and teaching. While they may be seen as separate dimensions, PPC is one single construct and was never meant to be separate. Coste, Moore and Zarate (2009), point out that *compétence plurilingue et pluriculturelle* was first conceptualized in French to refer to individual’s unique knowledge and use (competence) of several languages and cultures. When translated to English from the French version of the CEFR, this competence was wrongly referred to as two separate dimensions; instead of plurilingual and pluricultural competence altogether, plurilingual competence and pluricultural competence were referred to as two separate constructs (Coste, Moore & Zarate, 2009). This error, however, has been amended in the new CEFR Companion Volume (CoE, 2018), with PPC as one single construct.

While CEFR descriptors are commonly considered for language assessment (e.g., Cambridge examinations), they are not in any sense exclusive to this area. In fact, CEFR descriptors have been largely used for pedagogical orientations and both European and non-European countries have embraced their use. For example, the CEFR has been used to assist with the development of language curricula and syllabi in China, Japan, Algeria (see Piccardo et al., 2011 for an overview), and Canada (Arnot et al., 2017; Piccardo, 2014), among other countries. Essentially, the CEFR provides orientations to linguistic competence such as grammar, vocabulary, pragmatics, and spoken interaction, among others, in any language and context. The application of the CEFR across different contexts and languages is possible because its orientations are bottom-up and not top-down; that is, the CEFR is not prescriptive. Recently, the new Companion Volume (CoE, 2018) introduced PPC descriptors, among other descriptors, which are in line with the social dimension of the term competence. These new descriptors have the potential to shift language pedagogy from monolingual to plurilingual and enhance students’ PPC in communicative interactions.

### 2.1.4 CEFR plurilingual and pluricultural descriptors

The plurilingual and pluricultural descriptors are a result of a rigorous process of conceptualization, validation and calibration that involved hundreds of consultants, institutions, experts in Applied Linguistics, and researchers across the globe, including North America (for an overview of the process of validation, see North & Piccardo, 2016, and CoE, 2018). The theory of plurilingualism first explored in the CEFR (CoE, 2001), informed the development of the
plurilingual and pluricultural descriptors included in the new Companion Volume (CoE, 2018). These descriptors are grouped into three categories: two for languages—building on plurilingual repertoire and plurilingual comprehension—, and one for culture—building on pluricultural repertoire. The concepts closely related to the first two categories are presented thusly:

- languages are interrelated and interconnected especially at the level of the individual;
- languages and cultures are not kept in separate mental compartments;
- all knowledge and experience of languages contributes to building communicative competence;
- balanced mastery of different languages is not the goal, but rather the ability (and willingness) to modulate their usage according to the social and communicative situation;
- barriers between languages can be overcome in communication and different languages can be used purposefully for conveying messages in the same situation;
- the capacity to deal with ‘otherness’ to identify similarities and differences to build on known and unknown cultural features, etc., in order to enable communication and collaboration;
- the willingness to act as an intercultural mediator;
- the proactive capacity to use knowledge of familiar languages to understand new languages, looking for cognates and internationalisms in order to make sense of texts in unknown languages, whilst being aware of the danger of ‘false friends’;
- the capacity to respond in a sociolinguistically appropriate way by incorporating elements of other languages and/or variations of languages in his/her own discourse for communication purposes; and
- the capacity to exploit one’s linguistic repertoire by purposefully blending, embedding and alternating languages at the utterance level and at the discourse level;
- a readiness and capacity to expand linguistic/plurilingual and cultural/pluricultural awareness through an attitude of openness and curiosity. (CoE, 2018, p. 157)

While the descriptors are categorized in levels, from A1 (basic competence level) to C2 (mastery level), mainly because of their relevance for curriculum purposes, an explicit explanation clarifies that they should not be seen as compulsory or exclusive to the given levels (CoE, 2018). Examples of descriptors for building on plurilingual repertoire and plurilingual comprehension,
respectively, are: *Can alternate between languages in his/her plurilingual repertoire in order to communicate specialised information and issues on a subject in his field of interest to different interlocutors* (B2 level) and *Can recognise similarities and contrasts between the way concepts are expressed in different languages, in order to distinguish between identical uses of the same word root and ‘false friends’* (B1 level). Descriptors for the third category—building on pluricultural competence—have been informed by recent literature, including the Framework for Pluralistic Approaches (FREPA) (Candelier et al., 2010), offering the primary pluricultural and intercultural concepts:

- the need to deal with ambiguity when faced with cultural diversity, adjusting reactions, modifying language, etc.;
- the need for understanding that different cultures may have different practices and norms, and that actions may be perceived differently by people belonging to other cultures;
- the need to take into consideration differences in behaviours (including gestures, tones and attitudes), discussing over-generalisations and stereotypes;
- the need to recognise similarities and use them as a basis to improve communication;
- the will to show sensitivity to differences;
- readiness to offer and ask for clarification: anticipating possible risks of misunderstanding.
- recognising and acting on cultural, socio-pragmatic and socio-linguistic conventions/cues;
- recognising and interpreting similarities and differences in perspectives, practices, events; and
- evaluating neutrally and critically. (CoE, 2018, p. 158)

Examples of descriptors for building on pluricultural repertoire are: *Can explain his/her interpretation of the cultural assumptions, preconceptions, stereotypes, and prejudices of his/her own community and of other communities that he/she is familiar with* (C1 level) and *Can, in an intercultural encounter, recognise that what one normally takes for granted in a particular situation is not necessarily shared by others, and can react and express him/herself appropriately* (B2 level). The contribution of these descriptors to this doctoral dissertation is
twofold: the descriptors 1) assist with the pedagogical conceptualization of the plurilingual tasks; and 2) support the methodological conceptualization of the PPC scale used in the data collection process. A description of this contribution is discussed in the next chapter.

2.2 Empirical studies examining plurilingualism

This section reviews empirical studies with a focus on the pedagogy of plurilingualism given that this dissertation explores affordances and challenges of plurilingual instruction—or didactique du plurilinguisme in its original French term—in an EAP program. Because there is little research on plurilingual instruction, and in EAP programs in particular, this review includes other programs and other languages. Furthermore, research published in English and other languages are included in this review. Three main areas are explored: affordances of plurilingual instruction, traits and strategies of plurilinguals, and the link between theory and practice of plurilingualism.

2.2.1 Affordances of plurilingual instruction

Empirical studies investigating the effects of plurilingual instruction in language programs are included in this section. All of the studies include participants in formal language learning settings at a school or university.

Teaching through a plurilingual lens compared to a monolingual lens was the focus of investigation of one study in an early bilingual French/German program (Gajo & Steffen, 2015). Two models of instruction were applied to the same group of students in a Swiss school: classes with instruction taught by separating the two languages (one person/one language—monolingual) and classes with instruction taught by using both languages (one person/two languages—plurilingual). Discourse analysis of classroom interactions in the two languages focused on code-switching (e.g., sequential use of languages for a definition, explanation, exemplification) and translanguaging practices (e.g., fluid use of the two languages at the same time). Results suggest that the one person/two languages model goes beyond two monolingual spaces, fostering a plurilingual posture. Through comparing and contrasting languages, and the link between language practices and the curriculum, code-switching and translanguaging practices were enhanced in a plurilingual approach. These results are important as they suggest that bilingual programs do not need to keep languages separate. They can, in fact, include a
plurilingual approach to explore disciplinary concepts in the two languages so overall learning and plurilingual competence are enhanced.

In another study, students’ representations of their individual plurilingualism were investigated among French/German bilingual students in two secondary schools and other plurilingual university students (4 languages—French, English, German and Spanish), who had studied languages in a plurilingual program (Bono & Stratilaki, 2009). The study’s aim was twofold: to investigate learners’ representations of plurilingualism, and the potential existence of a plurilingual asset. Analysis of student interviews suggest that most students perceive their individual plurilingualism as an asset for further language learning, communication, metacognitive and metalinguistic skills, particularly among the more linguistically experienced students. One interesting observation made by the researchers is that the participants never used the word plurilingual to represent themselves, even among those who had three or more languages in their repertoire. Another study found similar results after examining plurilingual instruction among school children in Barcelona, Spain, where Spanish and Catalan were being used as a resource for learning English (Corcoll, 2013). This was a mixed methods study with participants from four different classrooms: one within a plurilingual framework and the other three without it. Through surveys, group interviews and pre- and post-test language tests, the study tested whether plurilingual activities would improve on three categories: cognitive, metacognitive, and socio-affective. Statistical analyses suggest that motivation (metacognitive), self-esteem and classroom atmosphere (socioaffective) were positively affected by the plurilingual practices. One limitation of the study, however, is that motivation is categorized as a metacognitive factor, rather than socio-affective. In addition, the constructs being tested were not clearly defined and the questions in the motivation survey (e.g. Did you like the activity?) were vague. While the qualitative data provided positive insights (e.g., students gained language awareness), quantitative data did not necessarily show significant differences between groups. Despite the limitations, these two studies indicate plurilingual instruction enhances language students’ metacognitive and metalinguistic skills, confirming the theoretical hypotheses from the plurilingual literature (Boeckmann et al., 2011; CoE, 2001; Skutnabb-Kangas, 2002).

Plurilingual instruction is not exclusive to countries in Europe. In a Canadian case study with grade 5 students in a French school in Ontario, an arts-informed research methodology was used to explore students’ plurilingual representations (Prasad, 2014). Using plurilingual tasks such as
*Language Portraits* (Krumm & Jenkins, 2001), and *Family Language Maps* as a classroom practice, students became co-researchers of their linguistic and literacy practices. Through a qualitative exploration of students’ multiliteracies work, the results suggest that students can represent their views about their own and others’ unique plurilingual repertoires and value the use of multiple literacies, including written text, drawings, and images, among others, as daily literacy practices. Another Canadian case study investigated the extent to which plurilingual instruction can be helpful in the process of learning English concurrently with school curriculum (Stille & Cummins, 2013). Participants aged 8–11 years old, from an elementary school located in Canada engaged in plurilingual practices. This study took place at a school with 95% of its population speaking a language other than English—one of Canada’s official languages—at home. Similar to Prasad’s (2014) research methodology, the authors (Stille & Cummins, 2013) gathered nontraditional qualitative data of students’ literacies, such as digital “dual language storybooks, dual language PowerPoint presentations, and a digital documentary film” (p. 632). Results suggest plurilingual instruction can validate the student’s flexible use of language, which can enhance both the development of plurilingual competence and English language proficiency. These two Canadian studies with plurilingual children indicate plurilingual instruction plays a crucial role in the recognition and development of students’ plurilingual practices.

Another study within Canada, but with adult students in a university setting, yielded similar results when plurilingual instruction was applied (Marshall & Moore, 2013). Researchers qualitatively examined how transnational students in a first-year academic literacy course used their plurilingual competence at a university in Vancouver. Through interviews, writing samples, research field notes and recordings of classroom interactions, the goal was to assess how students exercised their plurilingual competence by drawing on their respective linguistic resources. The investigation included the students’ language use in both formal and informal literacy spaces, from academic English written assignments to social networking and texting use. Results suggest participants were able to understand and perform their plurilingualism as an asset in social and educational contexts, and to make use of their linguistic repertoire as a resource to communicate in the languages existent in their linguistic repertoires. Furthermore, the findings show that languages other than English were used to enhance students’ English academic literacies and that agency was a key dimension of the students’ plurilingual competence, which allowed them to be aware of their linguistic practices as well as use different languages depending on the
context and with whom they would interact. The authors make recommendations for educational contexts to “recognize the value of plurilingual competence for better learning” (p. 496). This study is important as it shows that adult students are agents of their plurilingualism, that is, the choice of using one language or another for communication is done naturally, even in monolingual school contexts.

Overall, these studies show that plurilingual instruction allows affordances for language learners in European and non-European countries: metacognitive and socio-affective skills, as well as plurilingual identity and agency are enhanced when plurilingualism is implemented.

### 2.2.2 Traits and strategies of plurilinguals

This section includes studies examining the extent to which plurilingual experience has an effect on cognitive, social, and affective factors. Participants in all of the studies are language students, although the focus was not on instruction but on the experiences with languages among plurilingual participants.

Two studies investigated the relationship of the languages in students’ repertoire and how they affect personality and posture. One focused on cultural empathy, open-mindedness, social initiative, emotional stability and flexibility (Dewaele & van Oudenhoven, 2009). Ninety-one young learners in London, England, aged 13–15, with different linguistic backgrounds completed the Multicultural Personality Questionnaire (MPQ). These were monolingual, bilingual, trilingual, quadrilingual and pentalingual students, although proficiency levels were not reported, mostly studying English as an additional language and either Spanish or French. The results show that students with three or more languages scored significantly higher on open-mindedness and cultural empathy, and significantly lower on emotional stability. Similar results were found in another study that investigated French university students’ self-representations of their plurilingualism (Jeoffrion, Marcouyeux, Starkey-Perret, Narcy-Combes & Birkan, 2014). A survey questionnaire with 26 items that referred to a plurilingual and a monolingual posture gathered quantitative information of 684 students in first and fourth years, most of them learning English as an additional language, while some were learning one additional language only and others learning up to 3 languages at the same time. The results show that the students who learn several languages tend to have a more plurilingual posture relative to the students with fewer languages. The results of these two studies suggest the number of languages in a plurilingual’s
repertoire affects three dimensions: students with more languages are more open-minded and have higher cultural empathy and plurilingual posture compared to students with fewer languages. These findings are significant as they align with the theoretical underpinnings of plurilingual repertoire in the sense that not only languages of past and present, but also future languages need to be taken into account (Busch, 2012, 2015). Furthermore, future language learning should be encouraged so that open-mindedness, cultural empathy, and plurilingual posture are not inhibited in the learner.

Affective and cognitive dimensions are two important areas in Applied Linguistics research and have been explored among plurilinguals. For example, the affective dimension of motivation to learn languages has been investigated in a study with plurilingual students learning Catalan in a Catalan-Spanish bilingual context (Bernaus, Moore & Azevedo, 2007). Participants included 178 students in a school in Barcelona (age 12-17) who had completed a demographic questionnaire and a 5-point Likert scale examining their motivation for learning Catalan. Results suggest that students in the early years of education had significantly higher levels of motivation and attitudes toward language learning when compared to students in more advanced levels. Another study on the cognitive dimensions of language learning indicates positive effects of formal language instruction in early years on students’ metacognitive skills (Vorstman, De Swart, Ceginkas & van den Bergh, 2009). Fifty-four children (aged 4–6) in a French international school, all speakers of at least two languages, were placed in two groups: one with language learning experience (LLE) in a school context, and one with informal language learning experience (non-LLE). Participants watched two movie clips in two distinct conditions: one as a silent movie and one in a language they did not understand. After watching the clips, questions such as what would you say to the actor?, what have you seen?, and did you understand the movie? were asked. Results from statistical analysis show that participants in the LLE group outperformed the participants in the non-LLE group, with significant improvement of metacognitive awareness. These studies show that formal language learning (e.g., school) can determine the development of affective and cognitive dimensions for students, especially in the early years of instruction. In addition, natural exposure to two or more languages may not necessarily enhance metacognition. However, in the former study, participants reported not being as motivated to learn Catalan in later years of instruction and language status might have influenced the results of the study in the sense that a participant’s infrequent use of Catalan made them less motivated to learn it. These
results show that even if students are not motivated to learn a language (e.g., a minority language, language not often used), other benefits of language learning, such as metacognition enhancement, can be a contributing factor in motivation. If school instruction makes this affordance clear to students, they might be more invested in learning a language, despite its minority status of infrequent use. Furthermore, while it is unclear whether the participants received instruction in a monolingual or plurilingual approach, a plurilingual approach might yield more positive results for motivation as it could facilitate language use in the two languages (Catalan/Spanish).

Two other studies with a focus on cognitive dimensions found interesting results. A study of 1555 Greek undergraduate students learning foreign languages in an academic context asked them to complete two instruments: the Strategy Inventory for Language Learning (SILL) and the Styles Analysis Survey (SAS) (Psaltou-Joycey & Kantaridou, 2009). Students were bilinguals and trilinguals, according to their proficiency levels from B to C levels in the CEFR (CoE, 2001). Results show statistically significant differences between the two groups as trilingual students used cognitive and metacognitive strategies more often in relation to bilingual students. The analysis also indicates that these strategies were used more often among more advanced trilinguals compared to less advanced trilinguals. The authors suggest that strategies used by trilinguals demonstrate “a self-directed approach to language learning and indicate learner autonomy” (p. 471). Similar results were found in a study investigating strategies used by four adult plurilinguals learning French in a Mexican university (Payant, 2015). They were speakers of Spanish as L1 (mother tongue), English as L2 (additional language) and French (additional target language) as L3. As a multiple case study, four in-depth interviews with the learners and oral data from eight pedagogic tasks were collected to investigate the participants’ beliefs about language mediation. The results suggest that participant’s linguistic repertoire mediates the learning process of a new language, with reliance on L1 being more frequent than L2, possibly due to similarities between Spanish and French. However, participants reported that the use of the L1 should be minimized or avoided while learning the L3, which is incongruent with a plurilingual posture. It could be that these participants had previous experiences with instructional approaches which mostly followed a monolingual, rather than a plurilingual approach, limiting the entire use of their repertoire.

Plurilingual identity can also play a role in how students see themselves as a language user. A
qualitative case study interviewed two Ukrainian students (age 13 and 15) in the third year of secondary school in Portugal (Oliveira & Ançã, 2009). Data analysis reveals that the perception of the students of their respective plurilingual identities was positive when there was the recognition of their repertoires. Results also reveal participants’ awareness of their language proficiency levels fluctuate over their life trajectories, which is in accordance with plurilingualism (CoE, 2001). One interesting result, however, indicates students have a lack of awareness of the full potential of their repertoire, as some of their languages were left unrecognized. It could be that these students had received instruction through a monolingual approach. The authors suggest that educational settings need to include discussions of “political, social, and historical factors in relation to languages and language users” (p. 417) as well as to revisit approaches used for language learning that decentralize the focus on solely linguistic competence.

Taken together, these studies show that the traits and strategies shared among plurilinguals align with the plurilingual theory (CoE, 2001): 1) they use cognitive and metacognitive strategies and 2) show openness to cultures and learner autonomy. Yet, because of experiences with different instructional approaches, language status, or language characteristics (similar/dissimilar typology), students might be overlooking the potential of using their entire, rather than partial, linguistic repertoire when learning a new language.

2.2.3 Disconnect between theory and practice

Studies investigating the extent to which plurilingual and monolingual orientations as well as language policies reflect on language teaching are included in this section. All of the studies are in the area of teacher education on plurilingualism.

Two studies investigating language teachers’ orientations to a plurilingual approach of teaching reveal interesting results. One study carried out in Australia explored the extent to which ESL teachers’ ($N = 31$) language repertoires influence professional knowledge about language teaching (Ellis, 2013). Results from analyses of classroom observation, semi-structured interviews, and teacher language biographies, suggest that plurilingual teachers and monolingual teachers share distinct views about language learning. While plurilingual teachers recognize the different levels of proficiency in their language repertoire as normal, monolingual teachers view their lack in language proficiency as a deficiency. Additionally, when compared to monolingual
teachers, plurilingual teachers have a heightened awareness of language learning strategies, such as code-switching and intercomprehension, as well as recognition of their plurilingual identity. These results are important because they show that plurilingual teachers have inclinations toward plurilingual pedagogy, despite not having received training. Similar results were found in another study that investigated the extent to which teachers accommodated the increasingly linguistic and cultural diverse student language profile (Pauwels, 2014). Sixty-two language teachers from universities in Australia and the UK participated in the study. These teachers taught languages such as French, German, Chinese, Japanese, Swahili, and Arabic, among others, with a majority \((n = 47)\) having some proficiency in an additional language. Results indicate that most teachers had either limited awareness or interest in their students’ linguistic repertoire, but those with slightly better awareness seemed to teach a minority language (e.g., Swahili). In addition to their lack of interest, fifty per cent of the teachers reported that the existing linguistic diversity in their classrooms did not affect their teaching approach. What is striking is that most teachers viewed plurilingual students as an annoyance, with the exception of a few trained teachers who considered their students’ plurilingualism as an asset. These studies show that teachers’ beliefs may have a positive or negative effect on their teaching approach and how they view their students’ plurilingualism depending on their language experiences as well as (lack of) teacher education.

Studies investigating the influence of language policies on teaching approaches show that monolingual ideologies prevail despite policies mandating the development of plurilingualism/culturalism. One study suggests that policies from the French Education system are insufficient to equip teachers in implementing plurilingual instruction (Pickel & Hélot, 2014). In fact, the French policies emphasize the acquisition of French at the expense of plurilingualism, neglecting language learners’ rich repertoires. Policy documents and interview analyses of two 16 year-old students, who had taken a year of schooling in a French school, reveal teaching approaches that rely on monolingual ideologies and consider plurilingual speakers as a handicap vis-à-vis native speakers of French. The authors argue that French language educational policies still stress the development of French language learning at the expense of recognizing and enhancing students’ PPC. The results of this study indicate that although the goal of the French government is to help newcomers integrate into a new country, the reality of language programs resemble assimilationist practices that are discriminatory toward students’ linguistic and cultural
experiences. Similar results were found in another study in Portugal (Pinho & Andrade, 2009), which documented the development of four language teacher candidates (Portuguese/English) while pursuing their studies. Results from interviews and diaries show that the participants’ view of language focused on grammatical and functional representations and that language was regarded as “a ready-made system of rules to be transmitted” (p. 321). In addition, the participants’ view of student language development followed the native speaker model, which is a notion that has been heavily criticized in the past decades (Cook, 1999; Cummins, 2005; May, 2014). While at first participants neglected the theory of plurilingualism and the student’s linguistic repertoire, they started to gain awareness of plurilingualism over time. One significant result refers to the challenge of translating the theory of plurilingualism into practice despite support from Portuguese language policies. Even in countries where plurilingualism is supported by policies, practice is still a challenge. This is also the case in Germany where the results of a quantitative survey of 11,000 students and 440 teachers from different schools across the nation show the lack of cross-linguistic transfer in German/English classes, despite a recognition of the positive effect on language development by teachers and students (Göbel & Vieluf, 2014). These studies are important as they signal that a shift of paradigm, from monolingual to plurilingual is needed, despite stated support from language policies.

Practice remains a challenge even in contexts where societal plurilingualism is the norm. Such is the case in Uganda, which has over 200 languages other than Swahili and English, the two official languages. A qualitative case study investigating the implementation of plurilingual instruction in Uganda, where English is the mode of instruction, reveals that schools reinforce an English-only policy, particularly given external pressures posed by language policies and the language policies in the country (Abiria et al., 2003). Analyses from several sources, from classroom observations to artifacts with five, grade four English teachers and their coordinator reveal that plurilingual instruction is a challenge despite efforts to include the students’ linguistic and cultural repertoires to develop language learning. For example, local languages could be chosen as the mode of instruction, but English has a “powerful linguistic currency” and is considered the language of the educated people (p. 568). In addition, while one local language is allowed in the classroom along with English, they are treated separately. The lack of teacher education, coupled with the dominance of English pose a challenge to plurilingual instruction.
In essence, the studies presented in this section reveal a disconnect between the theory and practice of plurilingualism: monolingual teachers have negative perceptions of the students’ PPC; policies are inadequate for implementation of plurilingual instruction; and teacher education in plurilingual instruction is needed. Despite a growing interest in plurilingualism, teachers are unequipped to implement plurilingual instruction, a reality even in countries where existing language policies mandate plurilingualism. These results are significant as they show the need for teacher education in plurilingual strategies for effective implementation.

Previous literature suggests plurilingual instruction affords the development of cognitive and metacognitive skills, plurilingual identity as well as a plurilingual repertoire. Yet, deepening this investigation to include a comparison group with monolingual instruction is needed to support/refute the earlier results. While past research indicates a challenge between the theory of plurilingualism and its practice, descriptors for PPC (CoE, 2018) have the potential to help inform plurilingual instruction and ultimately facilitate its implementation. Likewise, to my knowledge, an investigation of the effects of plurilingual instruction on students’ perceptions of PPC has yet to be conducted and the empirical results of the same in this area can advance knowledge in Applied Linguistics.

A shift in linguistic paradigm, from monolingualism to plurilingualism has the potential to place language learners as plurilingual agents and move away from the inaccurate notion of deficit. All of the issues raised in the literature review deserve special attention and further investigation is needed. The study reported in this dissertation addresses these needs and investigates plurilingual instruction in an EAP program in a university in Toronto, Canada. By including a comparison group with monolingual instruction, the results of the study can offer strong evidence for both affordances and challenges in practice.

2.3 Conceptual framework

Drawing from the theoretical underpinnings of plurilingualism as well as empirical evidence from studies investigating plurilingualism, this literature review concludes by positing a visual representation of the conceptual framework used in this dissertation, as shown in figure 1.
This study was informed by the plurilingual framework (CoE, 2001, 2018), with a focus on pedagogy. It introduced an element of quasi-experimentation by investigating affordances and challenges of plurilingual instruction relative to monolingual instruction. The main investigation centres on the effects of plurilingual instruction on student overall learning, with affordances and challenges. I was interested in examining whether this type of instruction would afford benefits that are not seen in a monolingual framework. Furthermore, I wanted to know whether the students and/or the instructors would have any resistance to plurilingual instruction, especially given that EFL, ESL, and EAP instructional approaches have primarily followed a monolingual framework. As a former EFL, ESL and EAP instructor myself, I was also interested in adding the voices of the instructors and learning whether their experiences with this type of instruction would be positive or negative. Overall, affordances and challenges of plurilingual instruction from the perspectives of students and instructors were sought out.
Another important dimension that was investigated was PPC, particularly whether it would develop over time and differ between instructional approaches: monolingual and plurilingual. Thus, nearly half of the student participants were selected to receive plurilingual instruction as a treatment with the other half selected to receive monolingual instruction as a base for comparison. By the end of the program, I was interested in knowing whether plurilingual instruction would have an effect on the students’ perceived PPC levels. To date, no studies have investigated the effects of differing types of instructional approaches on PPC levels and this investigation was needed.

Chapter 3 describes the research design, the instruments used, the site and participants. Furthermore, it explains reasons for choosing a concurrent embedded mixed methods design and for mixing both inductive and deductive analytical approaches to answer the research questions.
Chapter 3
Research Design

3 Overall research design

This chapter describes the design of this mixed methods study investigating the extent to which plurilingual instruction differs from monolingual instruction in an EAP program. Specifically, this study investigates the effects of plurilingual instruction on EAP students’ perceptions of PPC, as well as affordances and challenges from both the students’ and instructors’ viewpoints.

In addition, because I sought to compare two types of instruction, I chose to include a comparison group to strengthen the validity of the results. The treatment group received plurilingual instruction while the comparison group received monolingual instruction. Each of the instructors recruited had two sections of an EAP course: they chose one section to be the treatment group and one section to be the comparison group. Thus, each instructor delivered both types of instruction to each group respectively, with the exception of one instructor who had one section only and chose to deliver plurilingual instruction. To my knowledge, no studies have compared plurilingual and monolingual instruction in an adult EAP context, resulting in a lack of pedagogical and research materials to draw from when designing this study. Nevertheless, this lack provided a unique opportunity for me to design the pedagogical materials used in the treatment and comparison groups as well as the data collection instruments. Six instruments were included: demographic questionnaires, classroom observations, student diaries, the PPC scale, focus groups, and instructor interviews. While the demographic questionnaire data served to provide information about the student population, data from the remaining five instruments were used in the analyses to answer the research questions (RQs). The design of this study involved all necessary steps needed in any research study that includes participants in classroom research, such as recruitment and data collection; however, both the design of the pedagogical tasks and the data collection instruments were unique to this project.

Through this chapter, I justify my choice of a mixed methods design. Then, I explain the site of the research study and the process of recruitment of both student and instructor participants. I move on to explain the design of the tasks used in both treatment and comparison groups and the data collection instruments, including the design and validation of the PPC scale. I also describe the data collection process and its timeline. After outlining the steps included in the research
design, I describe the data analysis strategy following a concurrent embedded design, including qualitative and quantitative analyses and how they were integrated to answer each $RQ$. Finally, I explain the reasons for sharing the plurilingual tasks, findings and implications of this study through a companion website to this dissertation: www.breakingtheinvisiblewall.com.

3.1 Concurrent embedded mixed methods design

To date, most studies examining plurilingualism in language classrooms have followed a qualitative design to investigate its overall benefits for language learning (Abiria et al., 2003; Bono & Stratilaki, 2009; Ellis, 2013; Marshall & Moore, 2013; Payant, 2015; Prasad, 2014; Stille & Cummins, 2013). One exception is Corcoll’s (2013) mixed methods study, which investigated the effects of plurilingualism on primary school children’s language awareness within three dimensions: cognitive, metacognitive and socio-affective. While results of past studies provide invaluable information about potential affordances and challenges of plurilingualism in the language classroom, none of them had a large sample of student and instructor participants, or used an integrative analysis approach from both qualitative and quantitative paradigms. In addition, PPC, although considered an important dimension in language learning development (Piccardo & North, in press), has not yet been investigated. Another gap in the literature is the limited investigation of plurilingualism in English language classrooms, which often follow monolingual ideologies, as is the case of adult EAP programs. These gaps in the literature are addressed in this study, which is framed following a concurrent embedded mixed methods research design, as described below.

Mixed methods research includes approaches from two different paradigms—qualitative and quantitative—and has been increasingly used as an alternative to following one single inquiry paradigm to investigate phenomena in both Education and Social Sciences fields (Creswell, 1994; Creswell & Plano Clark, 2011; Greene, Caracelli & Graham, 1989; Reichardt & Rallis, 1994; Tashakkori & Teddlie, 1998, 2003). Given that understandings from one single research paradigm—either qualitative or quantitative—are partial, mixed methods research benefits from the methodological strengths uniquely tied to each inquiry paradigm to enrich such partial understandings through multiple methodological lenses (Creswell & Plano Clark, 2011). Mixed methods research is both pragmatic and dialectical. From a pragmatic standpoint, rather than considering qualitative and quantitative as two opposing lenses, dualism is rejected and the
choice of one paradigm or another is based on the RQs (Johnson, Onwuegbuzie & Turner, 2007; Tashakkori & Teddlie, 2003). For example, in the study reported in this dissertation, the RQs ask for both lenses, sometimes requiring qualitative explanations (e.g., RQ1 How is the theoretical framework of plurilingualism implemented in an EAP program?) while at other times requiring quantitative results (e.g., RQ3: Does plurilingual instruction have an effect on EAP students’ perceived plurilingual and pluricultural competence levels in the treatment group compared to the comparison group over time?).

Beyond pragmatism, from a dialectical standpoint, although there are differences between the two paradigms, such differences are likely to be reconciled rather than ignored (Greene & Caracelli, 1997). The dialectical nature refers to a dialogue across differences in paradigms in order to produce a more complex and meaningful whole. In fact, combining knowledge gained from different paradigms offers better understandings of the phenomena being investigated (Johnson & Onwuegbuzie, 2004). Following suggestions from Creswell and Plano Clark (2011), I chose a mixed methods design with the aim to enhance the validity of the results of affordances and challenges of plurilingual instruction. In addition, I chose a mixed methods approach to explore plurilingualism in an EAP program because it is particularly helpful to gather comprehensive information from different methodological lenses, especially given that most previous classroom research investigating plurilingualism has been primarily qualitative.

Because of the pragmatic nature of mixed methods research and the fact that researchers have the freedom to use all methods possible to address their RQs, several types of mixed methods designs are at the researchers’ disposal (see Creswell & Plano Clark, 2011; Greene & Caracelli, 1997; Johnson & Onwuegbuzie, 2004). Among the types available, concurrent design is one approach that uses independent phases: one with qualitative questions, data collection, and analysis, and one with quantitative questions, data collection and analysis. The results are then synthesized to form what Teddlie and Tashakkori (2006) call “meta-inferences.” Jang, McDougall, Pollon, Herbert and Russell (2008) have noted that concurrent designs implement both quantitative and qualitative phases independently through data collection and analysis, but results are discussed in a complementary way. I chose to use a concurrent design in which qualitative and quantitative approaches were collected and analyzed accordingly but interacted with each other in an integrative way to answer the RQs. Table 1 shows the RQs and the integration of data sources.
Besides using mixed methods and concurrent designs, I chose an embedded design for the data analysis for two reasons: 1) different types of data were needed to answer the RQs; and 2) one single data source might not have been enough to answer the RQs. In this design, despite incorporating both qualitative and quantitative data, a primary data type guides the investigation and is supplemented by results of a secondary data type (Creswell & Plano Clark, 2011). For the purposes of this study, the RQs primarily required qualitative data which were supplemented by quantitative data. Following suggestions by Caracelli and Greene (1997), the different types of data sets were mixed at the design level, with quantitative data being embedded within a methodology largely framed by qualitative data. While this study was framed as a mixed methods research project using an embedded concurrent design, RQ4 included a quasi-experimental component which deserves attention. Embedded designs are particularly helpful in experimental research (Creswell & Plano Clark, 2011), which examines the effect of a treatment by seeking evidence for counterfactual arguments (Mackey & Gass, 2015). In this study, RQ4 asks whether the students’ perceived PPC levels change between groups and over time, that is, whether the group that received a treatment (plurilingual instruction) would have higher PPC levels over time relative to the group that did not receive the treatment (monolingual instruction). There was no random selection of participants to avoid any potential disruption of the logistics of the school administration and program routines (Seliger & Shohamy, 1989), resulting in RQ4.

Table 1
Integration of data types

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Instruments</th>
<th>Data Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>RQ1: How is the theoretical framework of plurilingualism implemented in an EAP program?</td>
<td>Classroom Observations</td>
<td>Qualitative</td>
</tr>
<tr>
<td></td>
<td>Instructor Interview</td>
<td>Qualitative</td>
</tr>
<tr>
<td>RQ2: What are EAP students’ perceptions of plurilingual instruction?</td>
<td>Student diaries</td>
<td>Qualitative</td>
</tr>
<tr>
<td></td>
<td>Focus Groups</td>
<td>Qualitative</td>
</tr>
<tr>
<td>RQ3: What are EAP instructors’ perceptions of plurilingual instruction?</td>
<td>Instructor Interview</td>
<td>Qualitative</td>
</tr>
<tr>
<td>RQ4: Does plurilingual instruction have an effect on EAP students’ perceived plurilingual and pluricultural competence levels in the treatment group compared to the comparison group over time?</td>
<td>PPC scale</td>
<td>Quantitative</td>
</tr>
<tr>
<td></td>
<td>Instructor Interview</td>
<td>Qualitative</td>
</tr>
</tbody>
</table>
being positioned as a quasi-experiment. Taken together, the design of the study includes both qualitative and quantitative data types, which were gathered in one single phase and embedded to answer the RQs, as indicated in figure 2.

![Diagram](image)

Note: adapted from Creswell & Plano Clark, 2011

**Figure 2. Concurrent embedded mixed methods design**

The next sections provide detailed information about the research methods, including the site, participants, and implementation phase of the plurilingual and monolingual tasks.

### 3.2 Site and recruitment

The study was conducted in an EAP program from a large university located in Toronto, Canada. After receiving approval from the Research Ethics Board from the University of Toronto (Appendix 2), I recruited both EAP instructors and students. Prior to the data collection process, I had worked as an EAP instructor in the same program for two years and was familiar with the international student population, the curriculum, and the needs of the program. One unique characteristic of the program was the value placed on linguistically- and culturally-responsive pedagogy, although instructors had not received training in this area prior to the data collection. This characteristic facilitated the integration of plurilingualism in the program as openness and interest among the program administrator and instructors was evident. The EAP program provides academic instruction to international students who have been admitted to an undergraduate program of the university with the condition of meeting language requirements. For direct admission, students need an IELTS score of over 6.5, with no band lower than 6.
When these requirements are not met, one option is to complete the Fall/Winter eight-month EAP program offered by the university. For the EAP program, students need an overall IELTS score of 5 to 6.5, with no band lower than 5. Successful completion of three courses is required: Academic Listening and Speaking (ALS), Critical Reading and Writing (CRW), and University Skills and Strategies (USS). Overall, the EAP program is a 15-hour/week program divided into 6 hours/week for each ALS and CRW, and 3 hours/week for USS. Students in the EAP program also take one credit course of their choice from a list provided (e.g., History and Math) and earn one full credit toward their undergraduate degree. Because I had previously designed and taught the ALS course for Master’s students in Engineering in the same EAP program, I was familiar with the curriculum content and course requirements. Therefore, I chose to focus my data collection among instructors and students in the ALS course only. Besides familiarity, I had previous experience designing curriculum for the ALS course, which allowed me to design suitable plurilingual tasks to integrate in the course. Given that a vast majority of the EAP students arrive in Canada in late August/early September, when the EAP program starts, the administrator of the program suggested that I collect data during the winter term, from January to April, to avoid student anxiety and fatigue. I followed this suggestion.

To recruit instructor participants, I was invited by the program administrator to an ALS faculty meeting in August 2016, in which I could briefly talk about the research study. Participation was voluntary and a requirement was that instructors would teach two sections of the ALS course, one which would receive plurilingual tasks (treatment) and one which would receive monolingual tasks (comparison). Out of nine ALS instructors, seven wished to participate, but one instructor would teach only one section at the time of data collection. For inclusivity purposes, I allowed this instructor to participate. When asked to choose between monolingual and plurilingual tasks, she chose plurilingual. Thus, a total of seven instructors participated in the study: each had two sections of the ALS course (one treatment and one comparison), except for one instructor (treatment only). Altogether, seven sections comprise the treatment group while six sections comprise the comparison group.

To recruit student participants, instructors first posted a notice on their ALS course’s Blackboard page with a brief description of the study and student commitment (Appendix 3). Second, I visited each section (six sections in the comparison and seven in the treatment group, with a total of 13) and invited the students to participate. Each section had an enrollment between 11 to 14
students, which makes for relatively small classes. Participation was voluntary and the students were required to be over 18 years old. Two students under 18 and approximately twenty other students did not participate in the study. A total of 129 students participated in the study. None of the students had been my students prior to or during the data collection process.

All instructor and student participants were provided with consent forms with a brief description of the study and data collection. They were also informed that their participation was strictly voluntary and could be terminated by them at any point. The study was blinded for student participants as they were not made aware of the group in which they were part nor did they know the nature of the tasks received. While the instructor participants knew which tasks they would apply, they were not made aware of the data collection instruments or the phenomena being investigated. Copies of consent forms are in Appendix 4.

3.3 Participants

3.3.1 Instructors

Participants were seven EAP instructors \((n = 2\) male and \(n = 5\) female) who taught the ALS course in the EAP program in the winter term of 2017. All of the instructors were highly educated, with both a Bachelor’s degree and a TESL certificate (e.g., TESOL, TESL Ontario, and CELTA). Five instructors had a Master’s degree in areas related to the program (e.g., Applied Linguistics and Education), one was a doctoral candidate in Applied Linguistics, and one had a doctoral degree in Language Education. Their overall teaching experience ranged from 10 to 21 years \((M = 16\) years), with 1 to 5 years in the EAP program \((M = 2.8\) years). All instructors had experience teaching abroad in countries such as China, Japan, Egypt, and South Korea. All indicated being plurilingual and having some proficiency or being fluent in at least one more language, with the exception of one instructor who reported being strictly monolingual. Despite their extensive experience, none of the instructors had received training in plurilingualism.

3.3.2 Students

Participants were 129 EAP students \((n = 54\) male and \(n = 73\) female, with two missing cases). The treatment group had 79 participants while the comparison group had 50. Ages ranged between 18 and 21 years old: 59 were 18 years old, 55 were 19 years old and 15 were 20 years
old or older. Eighty-four percent of the students were from China \((n = 109)\), and 16% were from other countries: 14 from Ecuador, two each from Russia and Taiwan, one from Turkey, and one from Japan. All participants had international student status in Canada and a conditional offer from an undergraduate program in the university. This offer was for students who had not met the English language requirements of the university. All participants had an International English Language Testing System (IELTS) score below 6.5, with the exception of five who reported having a score of 7 and one of 7.5. Seventy-nine per cent of the students had been living in Canada for less than a year \((n = 102)\), and 20% had been living in Canada for over a year \((n = 26)\). Despite only 31% of the participants indicated some proficiency in at least one more language besides their first language (L1) and English, 82% of the students reported being plurilingual \((n = 106)\).

### 3.4 Implementation phase

The EAP program was composed of three different courses, totalling fifteen hours a week: Critical Reading and Writing (CRW) for 6 hours/week, University Skills and Strategies (USS) for 3 hours/week, and Academic Listening and Speaking (ALS) for 6 hours/week. Because this was the first time both instructors and students would be exposed to plurilingual instruction, its implementation was limited to one task per week in the ALS course. This decision was made for four main reasons: 1) I was familiar with the ALS course and had piloted plurilingual tasks in a similar program; 2) it would be disruptive and unfeasible to implement plurilingual instruction for the first time across the entire EAP program; 3) implementation of plurilingual instruction could not be a strictly top-down approach across the EAP program; and 4) implementation of plurilingual instruction was done as an initial phase so as to not disrupt the ALS curriculum. Thus, given the scope of the research study and its feasibility, plurilingual instruction in the EAP program was limited to a 30–40 minute plurilingual task per week, for a period of 10 weeks, in the ALS course. A vast majority of the students arrived in Canada a few days before the EAP program started and introducing a research study at that time would be somewhat overwhelming for students. Thus, the administrator suggested that these tasks be implemented in the second half of the EAP program to allow time for students to become familiar with their schedule and the new environment. While students started the EAP program in August 2016, the implementation of plurilingual tasks and data collection took place between January and April 2017. Certainly, the way that the implementation of plurilingual instruction in the EAP program was carried out is
not in any sense the best or the only way plurilingualism can be implemented in language programs. What is important is that critical decisions be made to best suit the context, the EAP program, and the participants.

The implementation phase started before the research study took place. I met with the seven instructors of the program and inquired about the feasibility of implementing tasks that were aimed at linguistic and cultural diversity. The instructors agreed that one task of approximately 30-40 minutes per week was doable and also suggested that I provide similar tasks for the comparison group, as providing tasks for both groups alleviated the pressure on instructors having to do extra work in order to participate in the research study. Weekly emails with instructors asking for suggestions of topics and ideas were exchanged. All of the tasks—plurilingual and monolingual—were provided through a shared Dropbox folder, with two subfolders: Treatment Group and Comparison Group. Instructors were also asked to first look at the tasks and provide any suggestions for modifications. When modifications were suggested, they were made prior to implementation. While instructors were aware that tasks were somewhat similar for the two different groups, no mention of plurilingual instruction, PPC, or specific measures were made during the data collection process. These decisions were made to avoid the Hawthorne effect.

The current EAP and the ALS curriculum already had inclusion of elements of linguistic and cultural diversity, which blended in well with the plurilingual tasks, although these were delivered through a monolingual approach. A few of the elements that were included were: one unit dedicated to indigenous languages in Canada and issues with Residential Schools; school trips to the local art gallery where students completed projects about indigenous arts; and a talk about racial discrimination in Toronto delivered by Desmond Cole, a Canadian journalist and Black rights movement advocate. The fact that the administration of the EAP program and the instructors were open to the notion of linguistic and cultural diversity made the implementation of the plurilingual tasks relatively easy. In addition, the instructors expressed a willingness to experiment with innovative ideas in their classrooms, which also facilitated the process of implementation.
3.5 Tasks

My 20 years of language teaching experience, four years as a curriculum designer—including in the EAP program where this study was conducted—combined with the theoretical knowledge of plurilingualism gained through my doctoral program have well equipped me with the necessary knowledge to design the plurilingual and monolingual tasks. I designed a total of 20 tasks: 10 plurilingual and 10 monolingual. Because these tasks were designed for the ALS course, there was a clear focus on listening and speaking skills. The tasks followed curricular goals such as the use of idioms in oral communication and identifying discourse markers in listening texts. These tasks had similar content, but differed in how both instructor and student participants would approach them, as explained further in the next subsections.

To ensure the validity and suitability of these tasks, I had previously piloted them with my own students, which encompassed a similar student population in the EAP program for the study. While the piloting was well received by my students, I made modifications to suit the student participants’ interests and needs, as well as the curriculum of the EAP program where the research was conducted. In addition to the task pre-piloting, I invited instructors to provide feedback prior to implementation of the tasks. A few times when suggestions were made and questions were asked I made modifications and provided clarifications to ensure that the tasks were implemented successfully. Modifications included different linguistic items or group work dynamics while clarifications mainly referred to instruction and implementation. Tasks were presented as slides which were made available to the participating instructors in the Dropbox folder. Instructions outlining the tasks were made available through the comment box for the slides. When tasks required a worksheet or cards to be handed out to students, I made copies of the materials and placed them in the instructors’ mailbox prior to the class. Each task took approximately 40 minutes to be completed. They were distributed throughout 10 weeks, with one task per week, between January and April 2017. The plurilingual tasks were delivered in the seven ALS sections that were part of the treatment group and the monolingual tasks were delivered in the six ALS sections that were part of the comparison group.

3.5.1 Plurilingual tasks

It is important to note that the plurilingual tasks were aimed at enhancing PPC and focused mostly on academic listening and speaking skills to suit the ALS course; thus, both language and
culture were included. The plurilingual tasks were informed by the theory of plurilingualism as reported in the CEFR (CoE, 2001) and its Companion Volume (CoE, 2018). Other CoE documents such as Comparons nos Langues (Auger, 2004), the European Language Portfolio (ELP), and the Autobiography of Intercultural Encounters (AIE) also informed the task design. While I acknowledge these documents are European, care was taken to ensure they would be suitable for the Canadian context and the student population following three primary concerns: first, it is important to note that several versions of the ELP have been designed in multiple languages, with different countries and among different age groups (see samples at [http://elp-implementation.ecml.at/](http://elp-implementation.ecml.at/)); second, the nature of the ELP is learner-centred, which indicates a bottom-up approach to language learning. The ELP includes three sections: language biography describes the students’ experiences with languages they know (L1, L2, etc.), language passport helps the students gather information about language competences, and dossier with a compilation of samples of student work that correspond to their competences (see samples at [https://www.coe.int/t/dg4/linguistic/Portfolio_EN.asp](https://www.coe.int/t/dg4/linguistic/Portfolio_EN.asp)); third, the AIE requires the students to examine their cultural and intercultural experiences from their perspectives, without the imposition or dictation of norms, which confirms the learner-centred nature of the respective tasks (see sample at [https://www.coe.int/t/dg4/autobiography/Source/AIE_en/AIE_autobiography_en.pdf](https://www.coe.int/t/dg4/autobiography/Source/AIE_en/AIE_autobiography_en.pdf)). Included in the theory of plurilingualism are: PPC, intercomprehension, translanguaging, code-switching, intercultural awareness, communication across cultures and identity. To focus on an action-oriented approach, which is integral to the theory of plurilingualism (Piccardo & Galante, 2018), I blended some drama-based tasks to add an element of authentic language use (Galante, 2018c; Galante & Thomson, 2017) in order for the students to exert agency when using their repertoire. The plurilingual tasks, along with implementation instructions, are available in Appendix 5. Furthermore, they can be downloaded from the companion website [www.breakingtheinvisiblewall.com](http://www.breakingtheinvisiblewall.com).

### 3.5.2 Monolingual tasks

Similar to the plurilingual tasks, the monolingual tasks also focused on listening and speaking skills to suit the ALS course, but they did not include information about PPC, or any other plurilingual practice. Therefore, the tasks were mainly focused on developing new linguistic items, along with spoken and listening practice. The tasks are communicative in nature and
resemble those in EAP and ESL textbooks, which were already familiar to both the student and instructor participants. Similar to the plurilingual tasks, a drama-based approach was included in the monolingual tasks to provide opportunities for authentic language use (Galante, 2018c; Galante & Thomson, 2017), although this was done in a monolingual way. The monolingual tasks, along with implementation instructions, are available in Appendix 6.

3.6 Data collection

Data collection occurred between January and April 2017, in an EAP program of a university located in Toronto, Canada. Seven instructors and 129 students participated in the study. The student participants belonged to intact classes in two different groups, a treatment (plurilingual) and a comparison (monolingual) group. Six instruments for data collection were used: a demographic questionnaire, the PPC scale, student diaries, classroom observations, focus groups, and instructor interviews. As previously noted, the demographic questionnaire was used to provide descriptive information about the student population and was not used in the analysis of the results. All instruments were written in English and the data collection process was also carried out in English.

At the moment of data collection, all instructors had two sections of the ALS course, with the exception of one. From January to April 2018, the teachers taught two sections at the same time: one with plurilingual tasks and one with monolingual tasks; thus, the treatment group consisted of seven sections and the comparison consisted of six sections. Table 2 shows the number of students in each section.

Table 2

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Treatment</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor 1</td>
<td>$n = 6$</td>
<td>$n = 11$</td>
</tr>
<tr>
<td>Instructor 2</td>
<td>$n = 11$</td>
<td>$n = 8$</td>
</tr>
<tr>
<td>Instructor 3</td>
<td>$n = 14$</td>
<td>$n = 8$</td>
</tr>
<tr>
<td>Instructor 4</td>
<td>$n = 12$</td>
<td>$n = 8$</td>
</tr>
<tr>
<td>Instructor 5</td>
<td>$n = 13$</td>
<td>$n = 9$</td>
</tr>
<tr>
<td>Instructor 6</td>
<td>$n = 10$</td>
<td>$n = 6$</td>
</tr>
<tr>
<td>Instructor 7</td>
<td>$n = 13$</td>
<td>$-$</td>
</tr>
<tr>
<td>Total</td>
<td>$N = 79$</td>
<td>$N = 50$</td>
</tr>
</tbody>
</table>
Student participants in both groups completed the demographic questionnaire with questions related to a student’s age, country of origin, and languages spoken, among other individual factors (see Appendix 7). They also completed the PPC scale at T1 (week 2), and T2 (week 11), which is described in the next section. Students were given ten weekly tasks in the treatment (plurilingual) and comparison (monolingual) groups respectively. Because some RQs asked for qualitative information about plurilingual instruction (and not monolingual instruction), data from weekly student diaries, classroom observations, and focus groups were collected among the participants in the treatment group only and not from participants in the comparison group.

Interviews were conducted with all seven instructor participants at the end of the program. Table 3 shows a timeline of the data collection.

**Table 3**

*Data collection timeline*

<table>
<thead>
<tr>
<th>Week</th>
<th>Task</th>
<th>Treatment</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>–</td>
<td>Demographic Questionnaire PPC Scale (T1) Diaries provided</td>
<td>Demographic Questionnaire PPC Scale (T1)</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Student Diary Entry # 1 Classroom Observation</td>
<td>Task 1</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Task 2</td>
<td>Task 2</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>Task 3</td>
<td>Task 3</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>Task 4</td>
<td>Task 4</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>Task 5</td>
<td>Task 5</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>Task 6</td>
<td>Task 6</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>Task 7</td>
<td>Task 7</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
<td>Task 8</td>
<td>Task 8</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>Task 9</td>
<td>Task 9</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
<td>Task 10</td>
<td>Task 10</td>
</tr>
<tr>
<td>Week</td>
<td>Task</td>
<td>Treatment</td>
<td>Comparison</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>12</td>
<td>–</td>
<td>PPC Scale (T2) Focus Groups Diaries collected</td>
<td>PPC Scale (T2)</td>
</tr>
<tr>
<td>13</td>
<td>–</td>
<td>Instructor Interviews</td>
<td></td>
</tr>
</tbody>
</table>

The next subsections provide details of each data collection instrument.

### 3.6.1 Plurilingual and pluricultural competence (PPC) scale

The PPC scale was developed to gather information about EAP students’ perceptions of their competence levels using knowledge of languages and cultures. In this study, the PPC scale was used to examine whether PPC levels among students who receive plurilingual instruction would increase compared to students who receive monolingual instruction. The development of the scale comprised two main phases: 1) identification of scale items and 2) validation of the scale.

#### 3.6.1.1 Identification of scale items

The development of the scale items were informed by the theory of plurilingualism as described in the CEFR (CoE, 2001), the descriptors for PPC in the CEFR Companion Volume (CoE, 2018), and a comprehensive literature review. As previously noted, plurilingualism refers to an individual’s linguistic and cultural repertoire and the extent to which they use this knowledge for the purposes of understandings and interacting with others (Piccardo, 2013). Following the notion that competence encompasses both knowledge and use of languages and cultures (CoE, 2001), the items in the scale represent this principle. In addition, because both language and culture are inextricably related, PPC should be seen as one construct rather than two (Coste et al., 2009, CoE, 2018). Therefore, I included a balanced number of items for both language and culture to ensure this connection. Care was also taken to write the items in plain and transparent language that can be understood by students with a CEFR B2 level of language proficiency, as was the case of the participants in this study.

When designing a scale, an exploratory factor analysis is a suitable strategy to extract variables that correlate with common factors. The number of measured variables should be at least three to five times higher when compared to the factors (Fabrigar, Wegener, MacCallum & Strahan, 1999). I initially suggested PPC as one factor based on the literature, but running statistical
analyses would help to confirm that this competence would be seen as one, two or more factors. Consequently, the first draft of the scale included a total of 28 items, 14 for culture and 14 for language. These items were also equally balanced with positively and negatively worded items—seven in each subset. Examples of positively and negatively worded items are, respectively, “When talking to someone who knows the same languages as I do, I feel comfortable switching between one language to another language,” and “When talking to someone who knows the same languages as I do, using two languages at the same time in a conversation is not right. Languages should be used separately.” This measure was taken to avoid respondent and acquiescent bias. Another important measure was to include a 4-point Likert scale, (1-\textit{strongly disagree}, 2-\textit{somewhat disagree}, 3-\textit{somewhat agree}, and 4-\textit{strongly agree}) to produce an ipsative measure. Thus, respondents were required to either agree or disagree with the items, and were unable to be neutral. The PPC scale measures a single latent variable—PPC—with interval data, indicating the magnitude of difference between the items.

It is important to note that the PPC descriptors available in the Companion Volume of the CEFR (CoE, 2018) have undergone an extensive process of validation (North & Piccardo, 2016). I had the invaluable opportunity to participate in the content validity process, in the capacity of advisor from the perspective of a language instructor and researcher. Some of my duties were to read descriptors, make comments about content, language and clarity, and help refine the descriptors. Following a similar approach, the validation process of the PPC scale included content validity assessed by researchers, language instructors, and students.

\subsection*{3.6.1.2 Validation of the scale}

The validation of the scale included two main phases: consultation and statistical analyses, which are reported below.

\textbf{Consultation:} To ensure the validity of the items, three separate sessions were carried out: one with researchers, one with language instructors and one with the EAP students. In all sessions, participants were asked to read items and check for clarity in wording and meaning; if an item was not deemed clear, participants suggested modifications.

The first session had five researchers, all PhD students in Language and Literacies Education at OISE/University of Toronto who were also English instructors and familiar with the theory of
plurilingualism and the CEFR (CoE, 2001). They were all from different countries—Canada, Ukraine, Colombia, India, and Iran—and spoke at least two languages with high levels of proficiency. First, they sorted the 28 items into two subsets: language and culture, with 14 items each. Second, they read each item individually and checked for clarity and relevance. Third, they discussed all the items as a group and reached consensus. Two items each for language and culture were not consensually agreed upon and deemed irrelevant. These four items were discarded. Suggestions were made to change the wording to less complex language, such as replacing “linguistic items” to “expressions.” This first process with the researchers resulted in a scale with 24 items.

The second process had eight English instructors who were participants in a previous study I had conducted (Galante, 2018b). The instructors were from Spain and Brazil, and spoke at least two languages with high levels of proficiency. They were all experienced English instructors in a language program similar to the EAP program where this study took place. An individual session with each instructor was arranged. During the sessions, the instructors provided responses to the scale and provided feedback. While they confirmed the items were clear and relevant to student participants, they reported that attention was needed to provide answers to the negatively worded items. When asked if all the items should be positively worded, they reported it could contribute to acquiescence bias. Thus, the scale remained the same, with a balance of both positively and negatively worded items.

The third process had five of my own EAP students, all international students in a program similar to that of the research site of the study. The students were from three different countries—China, South Korea and Japan—and spoke at least two languages with high levels of proficiency. This group of students volunteered to provide responses to the scale. One session with all five respondents was arranged. They provided answers to all items and confirmed clarity. Similar to the English instructors’ observations in the second process above, these students also reported that attention was needed when providing answers given that items were both positively and negatively worded. Despite a need for attention as reported, the students confirmed that the scale should maintain balanced and the scale remained unchanged.

**Statistical Analysis:** While answers to the research questions are reported in Chapter 7 of this dissertation, the validation process of the PPC scale is reported here. After all of the 129 EAP
participants of the study provided answers to the scale at T1, statistical analyses were carried out. The PPC scale is a 4-point Likert scale with 24 items, 12 for language and 12 for culture, with numerical values: 1 was assigned to strongly disagree, 2 disagree, 3 agree, and 4 strongly agree. The numerical values were reversed when items were worded negatively.

Two methods were used to validate the construct of the scale. First, exploratory factor analyses (EFA) were carried out to investigate the variability of the items and to determine if there were multiple factors (constructs) the scale measured. Second, Cronbach’s alpha values were computed to measure internal consistency within the factors identified in the EFA.

Factor Analyses: A set of EFAs was performed in IBM SPSS version 25. In each analysis, I evaluated the measure of sampling adequacy (KMO test) and the assumption of sphericity (Bartlett’s test). In addition, to explore whether factors were correlated or uncorrelated, oblimin and varimax rotations were used.

The first round of factor analysis was fully exploratory. All factors with eigenvalues above 1 were extracted (Kaiser criterion). Results show that eight factors have eigenvalues above 1, ranging from 1.08 and 4.11. The eight factors altogether explain 60% of variance. Rotated factor loadings show that a few of these factors are sparse with only a few items (2-5) loading on them. Cronbach’s Alpha ranged from .51 and .60, indicating a weak factor solution. Thus, a second round of analysis was carried out.

In the second round of analysis, the number of factors was reduced to four. The factor solution explains 39% of variance. Rotated factor loadings show between 3 and 7 items loaded in each of the four factors. Cronbach’s Alpha ranged from .46 and .70, indicating that the four-factor solution is weak. Thus, a third round of analysis was carried out.

In the third round of analysis, the number of factors was reduced to three. The factor solution explains 33% of variance. Rotated factor loadings show between 4 and 7 items loaded in each factor. Cronbach’s Alpha ranged from .48 and .70, indicating that the three-factor solution is weak. Thus, a fourth round of analysis was conducted.

In the fourth round of analysis, the number of factors was reduced to two. The factor solution explains only 25% of variance. Rotated factor loadings show 13 items in factor one and three
items in factor two. Cronbach’s Alpha values are .76 and .65; while the first factor has an acceptable level of internal consistency, the second factor is weak, indicating that the two-factor solution is relatively weak.

Finally, Cronbach’s Alpha was calculated among all 24 items (assuming no multiple factors), with a value of .73, suggesting an acceptable value of internal consistency. These results indicate that the PPC scale measures PPC as one factor rather than two or more factors.

Given that the conceptual framework of plurilingualism suggests that PPC is a single construct (CoE, 2001), and based on the results of these statistical analyses, there is evidence to suggest that the PPC scale measures one single construct. Therefore, I made the decision to keep the 24 items that measure PPC as one single construct (see PPC scale in Appendix 8). All analyses reported in Chapter 7 are based on the validation process of the PPC scale reported in this section.

3.6.2 Student diaries

The decision to include student diaries as an instrument in this research study was based on the usefulness and detailed information they can contain. Student diaries collect data on a range of aspects of the language learning process, including students’ perceptions of development over time and attitudes toward classroom practices (Mackey & Gass, 2015; Bailey, 1985). Diaries are also unique in empirical data gathering as they afford learner introspection and retrospection (Bailey, 1991). To gather EAP students’ perceptions about the plurilingual tasks and their learning process, student diaries were provided to the EAP students in the treatment group. Since students in the comparison group did not receive plurilingual tasks, no diary data was gathered from this group.

A diary was given to each student in the plurilingual group at T1 (week 1), including those who did not provide consent to participate in the study. However, only the diaries from students who provided consent were collected and used in the data analysis process. Out of the 79 participants who provided consent, a total of 72 diaries (91%) were collected at T2 (week 12), with each having 10 entries. Seven diaries were not returned. To enhance the quality of the entries, clear guidelines were provided with general questions and a certain amount of writing was expected per entry (see guidelines in Appendix 9). Questions sought to investigate students’ perceptions of
the extent to which the plurilingual tasks helped them reflect on languages and cultures they already knew as well as the ones that were new to them, along with their opinion of the tasks and associated feelings arising. Some entries were left blank, possibly due to task incompletion or the students having been absent in the class when the plurilingual task was delivered. A total of 672 entries were collected, with 48 missing entries: one for entry #1, two for entry #2, three for entry #3, four for entry #4, five for entry #5, six for entry #6, eight for entry #7, thirteen for entry #8, and six for entry #9. None were missing for entry #10.

3.6.3 Classroom observations

Classroom observations are useful for researchers conducting classroom research. They can enhance understandings of how to implement effective strategies and instruction to improve language learners’ skills (Mackey & Gass, 2015). Using observational techniques to add information to experimental conditions can also provide further information about the phenomenon under investigation, without being rigidly attached to one approach over another (Allwright & Bailey, 1991). Classroom observations were included in the methodology of this research study to gather in-depth information addressing: the extent to which the conceptual framework of plurilingualism is reflected in practice, whether plurilingual instruction provides affordances and/or challenges, and whether EAP students and instructors receive this type of instruction well.

Classroom observations were conducted among the treatment classes only. As previously noted, seven instructors participated in the study and each had one section of the ALS course in which 10 plurilingual tasks were delivered (treatment group). The classes were observed three times: at the start, at midpoint, and toward the end of the program. A total of 21 classroom observations were made. To increase objectivity of the phenomena observed, I was the only person observing the classes and I strictly followed the guidelines I created (Appendix 10). Thus, during the classroom observations, I focused on three main factors: students’ reactions to the plurilingual tasks (positive or negative), potential engagement and openness to learning about languages and cultures, and factors that contributed to or hindered students’ interest in linguistic and cultural diversity.

Several precautions were taken to avoid disruption. First, both the instructors and students were made aware that the purpose of the observation was not to evaluate, judge or criticize their
behaviour or performance. Rather, I solely observed how students would respond to the tasks. Second, after the schedule was negotiated with the instructor, the students were informed of the day and time when the classes would be observed in advance. Third, the instructors were asked when would be best for me to arrive in their classes. For example, most instructors preferred that I enter the class at the start or after a break, when students were already in class. Fourth, I stated my intent to sit at the back of the classroom and quietly noted observations.

To avoid the Hawthorne effect, both the instructors and the students were informed that positive and negative feedback would be helpful for the research study. Thus, it was expected that my presence during the classroom observations would not prompt any students to solely behave positively or negatively.

### 3.6.4 Focus groups

To gather students’ self-reported perceptions of plurilingual instruction, focus groups were conducted. Focus groups require participants to discuss topics posed by the researcher, whose goal is that of a facilitator who maintains the group discussion focused on the topics given (Mackey & Gass, 2015). In the research study reported in this dissertation, two focus groups were conducted with EAP students in the treatment groups. The selection criterion of participants was based on my observations during the three class visits: students who seemed the most and the least engaged in the plurilingual tasks were invited. This decision was made to further assess both positive and negative comments about plurilingual instruction as a main goal. A total of 26 students were invited, with 21 students participating: nine students in group one, and 12 students in group two. Five students were unable to participate due to different reasons (e.g., dentist appointment, and meeting with a tutor, among others) and emailed me prior to the focus group.

The focus groups were conducted at T2 (week 12), toward the end of the EAP program. The sessions were held in a quiet room of the university, where the EAP program was delivered. All of the participants provided consent prior to the start of the session. The sessions were audiorecorded and took approximately one hour each. Both sessions were held on a weekday, at the end of the day, from 4 to 5 pm. Refreshments and snacks were provided to avoid fatigue.

During the sessions, I followed the same guidelines (see Appendix 11) to establish a protocol for the discussion. Participants were made aware that both positive and negative comments were
sought out. The focus was twofold: to gather participants’ perceptions of both the plurilingual tasks and how they were integrated into the existing curriculum. Moreover, the questions did not explicitly refer to the plurilingual tasks, but to EAP tasks in general.

3.6.5 Instructor interviews

To gather instructors’ self-reported perceptions of plurilingual instruction, semi-structured interviews were conducted with all EAP instructors ($N = 7$). These semi-structured interviews followed an interview guide where the same questions were asked to all participants, while allowing some freedom to probe more information (Mackey & Gass, 2015). A guide with interview questions related to instructor demographics, self-identification of instructors as monolingual or plurilingual, instructor perceptions of plurilingual and monolingual instruction, as well as challenges and affordances comprise some of the questions asked to all participants (see Appendix 12).

Interviews were conducted at week 13, after the EAP program ended. All instructors taught a plurilingual and a comparison group, with the exception of one instructor who taught a plurilingual group only. Individual sessions were scheduled at a convenient time for instructors and interviews took place in a quiet room in the location where the EAP program was delivered. Each interview took approximately one hour and was audiorecorded.

3.7 Data analysis

Analyses were carried out on the data gathered from five of the six instruments: student diaries, classroom observations, the PPC scale, focus groups and instructor interviews. As previously noted, while demographic questionnaires were also used in the data collection process, they served a further purpose to provide information about participants and confirm that the sampling of students in both treatment and comparison groups were similar in age, English proficiency scores, and countries of origin.

To answer $RQs$ 1 through 4, analyses included data generated from different instruments and analytical approaches, as shown in Table 4.
Table 4

Data sources and analytical approaches for each research question

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Data Sources</th>
<th>Analytical Approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>RQ1: How is the theoretical framework of plurilingualism implemented in an EAP program?</td>
<td>Classroom Observation, Instructor Interview</td>
<td>Inductive Analysis, Deductive Analysis</td>
</tr>
<tr>
<td>RQ2: What are EAP students’ perceptions of plurilingual instruction?</td>
<td>Student Diaries, Focus Groups</td>
<td>Inductive Analysis, Deductive Analysis</td>
</tr>
<tr>
<td>RQ3: What are EAP instructors’ perceptions of plurilingual instruction?</td>
<td>Instructor Interview</td>
<td>Deductive Analysis</td>
</tr>
<tr>
<td>RQ4: Does plurilingual instruction have an effect on EAP students’ perceived plurilingual and pluricultural competence levels in the treatment group compared to the comparison group over time?</td>
<td>PPC Scale, Instructor Interview</td>
<td>Deductive Analysis</td>
</tr>
</tbody>
</table>

The data was analyzed inductively and deductively, while incorporating abductive inferential reasoning to discuss the results. Inductively, I analyzed classroom observations looking for common themes that emerged across all the seven treatment classes at three points in time: start, midpoint, and end. With an unfixed set of initial questions, I observed any signs from the students, either positive or negative, that were related to plurilingual instruction including: student (dis)engagement, (un)responsiveness, (dis)interest, and (de)motivation. I also observed behaviour in a learning environment relating to language and culture as I sought to explore the extent to which students would engage in plurilingual practices such as translanguaging, cross-cultural comparisons, and exploration of their entire repertoire. Furthermore, I used grounded theory (Glaser & Strauss, 1967) to analyze the qualitative data source that stemmed from student diaries to answer RQ2. When reading the data, I looked for repetition, and coded categories depending on the number of their occurrences in the text; when the same concept was recurring in the data, it became a category (Ryan & Bernard, 2003). Following a systematic analysis (Cohen, Manion & Morrison, 2007), I coded the data using three different types of coding:

1. Initial coding: I read the transcripts line by line and assigned codes for emergent topics;
2. Axial coding: I compared the coding categories of the initial coding and found patterns in the data, establishing connections among the categories;
3. Selective coding: I selected codes from the initial coding and applied to the remaining of the data set and further refined them. When all the data fit into the existing categories, achieving saturation, I ended the coding process.

These three types of data coding were used to “deconstruct the data into manageable chunks in order to facilitate an understanding of the phenomenon in question” (Cohen, Manion & Morrison, 2007, p. 493), which in this research study referred to the EAP students’ perceptions of plurilingual instruction. Following Glaser & Strauss (1967), I began with a line-by-line analysis and asked myself: What is the meaning of this sentence? What is it referring to? How similar or different is the content from other text placed in other categories? These questions allowed me to differentiate categories and look for parts of text that suited one category better than others.

Deductively, I used statistical tests to analyze the quantitative data source that stemmed from the PPC scale. Given that inferential statistics are important to find out whether the results found in a data set can be generalizable to a wider population (Larson-Hall, 2012), statistical analyses were used to hint to overall differences in PPC levels between treatment (plurilingual) and comparison (monolingual) groups as well as over time. In addition, I used content analysis (Friedman, 2012) to deductively analyze the qualitative data source that stemmed from the instructor interviews and focus groups. I chose two analytical processes typical in content analysis: predetermining and postcoding categories (Cohen, Manion & Morrison, 2007). To find out about the instructors’ perceptions of plurilingual instruction (RQ3), the categories were postcoded as the main themes emerged building on the predetermined broad themes based on interview questions (e.g., affordances and challenges of plurilingual instruction). However, to answer RQ4, the categories had been predetermined and data from the content analysis was added to the statistical analysis to further understandings of the potential change in students’ perceived PPC levels. I used interview data from specific questions that asked instructors about their perceptions of the effects of plurilingual tasks on EAP students’ learning over time. In the case of RQ4, the category had been predetermined and the interview data was added to the analysis of the PPC scale; hence, both data analyses investigated the same phenomenon. A similar approach was used with data analysis from the focus groups, which was added to predetermined categories that emerged from student diaries to answer RQ2. Following a concurrent embedded design (Jang et al., 2008;
Teddle & Tashakkori, 2006), data was analyzed separately and then integrated when more than one source was available in each *RQ*, as described below.

Abductively, I made inferences based on all empirical observations (Tavory & Timmermans, 2014), aiming at creating new narratives of the phenomenon, which in this research study was concerned with affordances and challenges of plurilingual instruction, as well as its effects on EAP students’ perceived PPC levels relative to a comparison group. Following pragmatist Charles Peirce’s (1992) process of meaning making, the observations aimed to capture understandings through my own interpretations of empirical observations. The process of abduction is speculative in the sense that it produces theoretical hunches for new research findings, and it is iterative as it depends on an empirical analysis of materials/individuals in relationship with a broad theoretical literature (Tavory & Timmermans, 2014). Furthermore, I sought out findings that may illuminate understandings of the implementation of plurilingual instruction in light of the plurilingual theory.

For the first *RQ*, *How is the theoretical framework of plurilingualism implemented in an EAP program?*, I provide results that stem from the inductive analysis of classroom observations and supplement them with deductive analysis from the instructor interviews. Three classroom observations were conducted in each plurilingual group (*N* = 7): one at the start, one at midpoint, and one toward the end. A total of 21 classroom observations were made. My notes included narratives of phenomena that occurred during the classroom observations, with illustrative examples. In addition, using QSR’s NVivo 11, I analyzed the answers from the instructor interviews which related to the implementation of plurilingual instruction. Under the major theme of Implementation of Plurilingual Instruction in ELT, four categories emerged: 1) merging plurilingual instruction into the EAP curriculum; 2) plurilingual and pluricultural practices in the EAP classroom; 3) EAP instructors’ comfort levels with plurilingual instruction; and 4) advice for ELT instructors on the implementation of plurilingual instruction.

For the second *RQ*, *What are EAP students’ perceptions of plurilingual instruction?*, I inductively analyzed student diary data using grounded theory (Glaser & Strauss, 1967), and deductively through content analysis of the focus group. With the student diary data, I first read all 10 entries from each diary and organized them per entry in a Word file. For example, for entry # 1, I typed entries from each student in a Word file, titled Entry # 1. To code the data, I
used QSR’s NVivo 11. I read each entry and started identifying emergent themes. These broad themes mainly referred to affordances and challenges of plurilingual instruction. Following this process, emergent codes (categories) were identified then clustered into themes. In some instances, one sentence was sufficient to represent a thought while in another instance a whole paragraph represented one thought. As I was coding the data, the coding schemes were refined, some categories were expanded and others were collapsed. Given the high number of emergent categories after the coding was completed, I reorganized the data into main categories. I looked for the categories that had few instances and either reorganized the codes into similar categories or uncoded the data. The passage below was organized into the main theme “Affordances of Plurilingual Instruction” within which is the category of “Cognition:”

During this task, I found that there were many languages that related to each other. For example, English and French. There is a word “rose” which means a kind of flower in both English and French. However, the pronunciations are different. I learnt a bit of French before, so when people pronounce “rose” I will realize that they’re speaking French. Besides that, there are many words in English & French which have the same spelling, but different pronunciations.

With focus group data, I first used Inqscribe to transcribe audiorecordings of each of the two focus groups. Then, I read each transcription and started organizing the categories. This data was used to supplement the student diary data, so the categories had been pre-determined by the analysis of students’ diaries. Focus group data included concepts and ideas related to plurilingual instruction and were organized under the themes of the student diary data. Data from student diaries and focus groups were integrated to answer RQ2. Given the large amount of data gathered through the diaries, with results being largely comprehensive, the results from the focus groups were used to supplement the results found in the diaries. The results have two main categories: affordances of plurilingual instruction with ten categories, and challenges of plurilingual practices with two categories. Affordances of plurilingual instruction include: 1) cognition; 2) plurilingual and pluricultural awareness; 3) flexible language and cultural use; 4) additional language and cultural learning; 5) awareness of societal multilingualism and multiculturalism; 6) English language learning; 7) empathy; 8) relatability; 9) critical thinking; and 10) willingness to learn additional languages. Challenges of plurilingual practices include: 1) translation challenges and 2) monolingual posture. Table 5 below provides a general description of categories and their main content that emerged in the inductive analysis of student diaries:
Table 5

Description of categories that emerged from inductive analysis

<table>
<thead>
<tr>
<th>Category</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Cognition</td>
<td>Mental processes aimed at developing knowledge and understanding about language and culture</td>
</tr>
<tr>
<td>2) Plurilingual and pluricultural awareness</td>
<td>Recognition or realization of plurilingual and pluricultural behaviour or knowledge of languages and cultures</td>
</tr>
<tr>
<td>3) Flexibility</td>
<td>Flexibility refers to fluid language and cultural use and practices such as code-switching, translanguaging and intercomprehension</td>
</tr>
<tr>
<td>4) Additional language and cultural learning</td>
<td>Knowledge from languages and cultures that are not related to English, which was the language of instruction of the EAP program</td>
</tr>
<tr>
<td>5) Awareness of societal multilingualism and multiculturalism</td>
<td>Recognition or realization of a plurality of languages and cultures existent in societies, in Canada and elsewhere</td>
</tr>
<tr>
<td>6) English language learning</td>
<td>Linguistic dimensions of the English language such as grammatical structures, lexical items, semantics, and phonology</td>
</tr>
<tr>
<td>7) Empathy</td>
<td>Ability to understand how other people feel and to share other people’s feelings and emotions as if they were their own</td>
</tr>
<tr>
<td>8) Relatability</td>
<td>Related to establishing association based on aspects that are easy to understand and feel connected to</td>
</tr>
<tr>
<td>10) Critical thinking</td>
<td>Analyzing and evaluating information gathered from or observed in order to formulate reasoning and form an opinion</td>
</tr>
<tr>
<td>11) Translation challenges</td>
<td>Difficulties related to translations from one language to another</td>
</tr>
<tr>
<td>12) Monolingual posture</td>
<td>Adopting a one-language approach for communication</td>
</tr>
</tbody>
</table>

For the third RQ, What are EAP instructors’ perceptions of plurilingual instruction?, I deductively analyzed the data by carrying out a content analysis (Friedman, 2012) of instructor interviews. First, I transcribed audiorecordings of the seven interviews using Inqscribe. Second, I read each transcription and started organizing the themes under broad categories that had been predetermined by the interview guide. The final set of interview data analysis has two main themes: affordances of plurilingual instruction, with seven categories and challenges of plurilingual instruction, with three categories. Affordances of plurilingual instruction include: 1) plurilingual instruction is more useful than monolingual instruction; 2) shared lived experiences; 3) challenging the monolingual and monocultural mindset; 4) role reversal; 5) validation of plurilingual practices; 6) engagement; and 7) safe space. The challenges include: 1) English-only policy; 2) lack of diversity; and 3) purpose of plurilingual tasks.

Finally, for the fourth RQ, Does plurilingual instruction have an effect on EAP students’ perceived plurilingual and pluricultural competence levels in the treatment group compared to
the comparison group over time? I deductively analyzed the data by carrying out statistical analyses using IBM SPSS 25, supplementing results with content analysis (Friedman, 2012) of teacher interviews using QSR’s NVivo 11. First, I used data gathered from the PPC scale and computed mean PPC scores for each participant in both treatment and comparison groups at both T1 and T2. Second, I carried out a reliability test of the mean scores at both T1 and T2 to determine the internal consistency of the answers. Third, I conducted a repeated measures ANOVA to find out whether there were differences in PPC levels over time, and between groups. Fourth, to further investigate the time and group interaction, I carried out an independent samples t-test. Finally, I analyzed teacher interviews and added their perceptions of change in students’ PPC levels over time.

All of these results are presented in Chapters 4-7.

3.8 Knowledge mobilization

Integral to the research design of this study is knowledge mobilization. Although the conceptual framework of plurilingualism is not new (Canagarajah, 2009), pedagogical implementation is still a challenge, particularly in ELT (Ellis, 2013). The CEFR (CoE, 2001) along with its Companion Volume with plurilingual and pluricultural descriptors (CoE, 2018) have been pivotal in providing guidelines to inform and support instructors about the implementation of plurilingual instruction; yet, concrete samples of tasks along with descriptions can be particularly helpful for instructors. Thus, the creative nature of the research design, and particularly the plurilingual tasks, led to the design of the companion website: [www.breakingtheinvisiblewall.com](http://www.breakingtheinvisiblewall.com) (see Appendix 1). Its name represents a paradigm shift from monolingual to plurilingual instruction, self-perception, and pedagogical lens. The name was suggested by a former EAP student of mine who stated that through dialogues about languages and cultures, the invisible walls that separate people could disappear. To further its meaning, I revisit Cummins’ (2007) notion that monolingualism separates languages, treating them as “two solitudes” in the case of bilinguals, and argue that within the individual the perceived “walls” can disappear and languages and cultures can be integrated.

The main purpose of the website is to mobilize practical knowledge of plurilingualism and to provide resources which can be used to inform instruction in different contexts. By no means do I expect instructors to use the tasks as designed. Rather, the tasks can provide insights about the
implementation of tasks in language teaching and instructors may make modifications to suit their context, their students’ proficiency levels, and the curriculum. In addition, the decision to design a website relates to an epistemological view that theoretical knowledge can bridge pedagogical practice and so too should knowledge mobilization inform practice. The website provides a unique space for instructors to learn about the theory of plurilingualism, reflect on tasks, and adapt or design their own for their particular contexts. Finally, while this dissertation reports knowledge in a traditional academic format, the website is complementary as it disseminates the findings of the study.

The following four Chapters, 4-7, discuss findings from the four RQs, each presented in one chapter. First, the results of the findings of the first research question are presented, which refers to the implementation of plurilingual instruction. Second, the results of the remaining three questions are presented, which refer to affordances and challenges of plurilingualism as an instructional approach. Finally, a summary of the results is outlined.
Chapter 4
Implementation of Plurilingual Instruction

This chapter provides answers to the first research question, which aims to bridge the gap between the theory of plurilingualism and its practice in ELT: How is the theoretical framework of plurilingualism implemented in an EAP program? Two data sources were used to answer RQ1: classroom observations, assessed through an inductive analytical approach, and instructor interviews, assessed through a deductive analytical approach. As previously noted, three classroom observations in each one of the seven sections of the plurilingual group were observed: one at the start (Task 1) \( (n = 7) \), one at midpoint (Task 5) \( (n = 7) \), and one toward the end of the EAP program (Task 8) \( (n = 7) \), with a total of 21 observations. Data from instructor interviews, particularly related to the implementation of plurilingual instruction, provides further evidence of the implementation of plurilingual instruction.

First, I provide empirical evidence from classroom observations of plurilingual practices in which the students engaged. Second, I present results from the instructor interviews \( (N = 7) \) of their comfort levels implementing plurilingual instruction. Finally, I show results from the interviews and offer advice for ELT instructors about the implementation of plurilingual instruction.

4 Implementing plurilingual instruction in ELT

4.1 Plurilingual and pluricultural practices in the EAP classroom

All ten plurilingual tasks (available at [http://www.breakingtheinvisiblewall.com/task](http://www.breakingtheinvisiblewall.com/task)) were student-centred and required that the students engage in both plurilingual and pluricultural practices. The tasks typically began with awareness-raising questions about the topic, leading to the students’ exploration of plurilingual and pluricultural practices. Below I provide results from classroom observations related to four plurilingual and pluricultural practices: 1) reflection of plurilingual identity; 2) translanguaging and comparons nos langues; 3) cross-cultural comparisons; and 4) intercomprehension. While each task had a plurilingual and pluricultural focus, practices were not limited to those particular tasks. For example, while Task 3 focused on translanguaging, this practice was also encouraged during the completion of other tasks.
4.1.1 Reflection of plurilingual identity

Tasks 1 and 2 aimed at an exploration of plurilingual and pluricultural identity. In all seven classes, students were first given a quiz to identify elements of Canadian society that made it multilingual and multicultural, while exploring existing languages, including indigenous, immigrant, as well as the two official languages of Canada by visiting the Statistics Canada website. They were also asked to reflect on their surroundings and note the languages heard on the streets, seen in online interactions, and used with family and friends. Finally, students reflected on events that had contributed to their plurilingual and pluricultural identity.

During my first round of classroom observations, I noticed that students easily engaged in reflecting on their plurilingual identity. While working in small groups, a vast majority of students listened attentively to their peers’ stories and engaged each other by asking follow-up questions and sharing lived experiences. The presentation of a list of items that potentially influenced the students’ linguistic and cultural identity was key to get student engagement in deeper reflection about the events that shaped their identity. For example, they reflected on the languages and dialects they know as a result of their place of birth and heritage, and the languages and cultures learned when traveling, watching movies, and playing games online. Food was a particularly popular item of discussion among Chinese students, who seemed to have a strong cultural connection to the food from their home country and province. Nearly all items listed were part of the students’ reflections and the discussion presented a valuable opportunity to share the complexity of their identity. The following quote made by a student during class illustrates this complexity:

*When I went to Wuhan, I can understand the Wuhan dialect but they cannot understand my dialect. They are aware of pronunciation. In China, they can choose foreign languages to learn at school: Korean and Japanese. TV series and Korean drama, and TV series from the USA helped me to learn English. This helped me shape my linguistic identity. I like basketball, which is from another culture, the USA, but in China people learn this sport and they watch NBA games on TV and learn English. Food is also part of my identity: the Chinese are proud of their food. When we go abroad we miss our food.*

I also observed that students were particularly interested in learning about their instructors’ plurilingual identity. When instructors were sharing their stories, I noticed students paying close
attention and interacting with their instructors by asking questions or making a comment. Interestingly, the instructors naturally began to share some of their experiences with languages, travel, studies, cultures, as well as other experiences. When their instructors told the students the languages they could speak, even if partially, the countries they had been to, the food they enjoyed, and the behaviours and values they had adopted from other cultures, the students looked pleasantly surprised and interested in knowing more. In one class, the instructor told students he had lived in China, learned a few words in Chinese and enjoyed certain types of Chinese food. This account took the students by surprise as it was the first time they were learning about their instructor’s connection to China. Immediately, the students started asking the instructor questions and making comments to learn more about his experiences. In a sense, I observed that the students were identifying themselves in the stories shared by their peers and their instructor given the similarities of events that influence plurilinguals. Similar engagements between the instructors and the students happened in other classes and as they reflected on identity, the instructors and the students were sitting in circles and sharing their stories with no apparent hierarchical distance between them.

This discussion of identity culminated in the students creating *Language Portraits* (Krumm & Jenkins, 2001) of themselves and subsequently sharing their work with peers and the instructor. At first, I observed some students remained hesitant to draw because they had little drawing abilities. However, after the instructor clarified the drawing was simply an abstract representation and that they did not need professional skills, they felt more at ease and started sketching their representations. Once again, the students were fully engaged and interested in creating artistic representations of themselves. I also noticed that many students included languages and cultures that had not been previously considered as part of their identity. The process of drawing provided the students with another reflective opportunity. For example, heritage served as a common element that emerged as part of the students’ identities: some Chinese students were proud to include dialects spoken in their province and/or by family members (e.g., parents and grandparents), while the Ecuadorian students started digging into their own identity to find connections with indigenous languages and cultures. An example of this connection can be seen in figure 3, which shows the portrait of Sara, a student from Ecuador, with the languages and cultures that have shaped her identity.
Figure 3. Sara’s language portrait

Sara included Quechua, an indigenous language from Ecuador, Chinese, Portuguese, Italian, Spanish and the word Latina in her heart. She also wrote words in two other languages: Japanese and French. One interesting observation is that many non-Chinese students included Chinese in their portrait and explained that their Chinese colleagues have also influenced their identity,
through both language and culture, and especially through food. Many of the students from China talked about how Korean and Japanese languages and cultures have influenced their identity. Korean pop music, Korean drama, Japanese fashion and Japanese manga were among the most popular ones. While interpretation of drawings was not a purpose of this study, it was inevitable to observe these cultural influences in students’ drawings. For example, Esther, a student from China, used a stylistic Japanese drawing often used in manga to represent her identity, as shown in figure 4.

Figure 4. Esther’s language portrait

Not providing students with a fixed silhouette structure, typically used in Language Portraits in previous studies (Lau, 2016; Prasad, 2014) was useful in the sense that students were free to
design portraits in a way that suited their identities. This freedom allowed them to express their identities not only in terms of languages and cultures but also through their drawings. I also observed that the Language Portrait also afforded an opportunity to show students’ “hidden” talents when they shared their drawings with others, and they did so with a sense of pride.

These initial tasks served to raise student awareness to multilingualism and multiculturalism at the societal level, and plurilingualism and pluriculturalism at the individual level. In the seven classes I observed during Task 1, I noticed that, overall, the students were eager to share their knowledge about languages and cultures and were engaged and motivated during interactions, even when they were quizzed about the languages in Canada. The first plurilingual and pluricultural practice experienced, therefore, lay in the respective student’s identification of themselves as plurilingual beings and leading to the raising of awareness of the multilingual and multicultural landscape of Canada and, more precisely, Toronto.

4.1.2 Translanguaging and comparons nos langues

Tasks 3 and 4 were purposefully included in the ALS course to introduce the students to the concept of translanguaging. While Task 3 required that the students watch videos with people fluidly switching from one language to another language, Task 4 was primarily a listening task that assessed the students’ abilities in recognizing the phrase “Thank You” in different languages. Both tasks raised students’ awareness of different languages and translanguaging as a normal practice among plurilinguals.

Another interesting result was the gradual change in translanguaging practices that occurred over time. Among all of the instructors, I noticed that it was the first time other languages were used pedagogically, that is, the instructors deliberately asked the students to use their languages for meaning making. In my first round of observations, I noticed that as students were learning new vocabulary items in English, the instructor asked a Chinese student to offer an equivalent word in Chinese of a word in English to explore concept and meaning in different languages. The student translated the concept but still used English, saying, “We say the same thing in Chinese.” The instructor asked the Chinese student to speak the word in Chinese, and the student, surprised, asked, “In Chinese?” and looked at her peers as a way to ask for confirmation that she had understood the message. When the instructor said, “Yes, in Chinese,” the student had a smile on
her face and immediately spoke up. With time, during my second and third round of observations, translanguaging had become commonplace.

One feature that is unique in translanguaging as a pedagogical practice is its potential to be used for meaning making across languages, which was the focus of Task 5. While languaging is the use of language for meaning making, translanguaging was used here to make meaning across languages. During the classes, I observed instructors asking students to think about idiomatic language in English and in other languages they knew, with the goal of looking for similarities and differences in the meaning of idioms and also to analyze whether some idioms were only part of one language with no translation equivalent. When it came to translating idioms, students were asked to translate the meaning of the idiom—and not word by word—or provide a similar idiom in another language. I noted that students were mostly engaged and all contributed idioms they knew in other languages or other varieties of English. For example, one instructor who knew Japanese first spoke the idiom in Japanese, and later explained that it meant “when you leave a place, you have to leave it in the same condition as you entered” where the literal translation of the Japanese idiom was “the bird that leaves the water does not make a splash.” The students listened attentively and were motivated to learn about the meaning of idioms in different languages. An interesting result is that students found more similarities across languages than differences, even between Chinese compared to another language. For example, when comparing the idioms provided in their worksheet to the idioms they knew in other languages, they noticed that some idioms were similar across languages. One Chinese student noted that the English idiom reach for the stars had a literal translation to Chinese but with a difference in meaning. While in English reach for the stars has a positive connotation, in Chinese, it means you are too ambitious, which has a negative meaning.

Another observation was that students would often chat with peers who spoke the same languages to either ask about an equivalent English idiom in their L1, or to ask for confirmation that the idiom they had entered on their worksheet was right. Because a majority of the students were from China, this dynamic mainly happened among Chinese students, which made me wonder if this would be a limitation of translanguaging in a multilingual class. However, I also observed that students whose L1 was not Chinese made use of technology to mediate language learning; mobile phones were used to look up words in a bilingual dictionary, google idioms, and gather information from websites in different languages. Therefore, the use of technology was an
alternative strategy that afforded engagement of all students in translanguaging, and contributed to the inclusion of all students in translanguaging practices. At one point, I began to be concerned that the non-Chinese students would feel isolated in the sense that they would be unable to engage in conversations in Chinese, but I observed that the Chinese students quickly switched to English to include the non-Chinese students in the conversation. No issues with translanguaging were observed in any of the classes.

Translanguaging was the second plurilingual and pluricultural practice that students engaged in during the classes. Its pedagogical aim was to help students make meaning by comparing across languages and noticing similarities and/or differences.

4.1.3 Cross-cultural comparisons and intercultural encounters

Tasks 6, 7, and 8 invited students to make comparisons related to communication styles across cultures and reflect on intercultural encounters. The concepts of high (less direct) and low (more direct) communication styles were presented and although a comparison across cultures was done, instructors moved away from stereotypes and examined similarities and differences also within cultures. In addition, instructors engaged students in reflecting on previous intercultural encounters and what they had learned from other cultures.

In my third round of observations, students and instructors shared intercultural encounters they had previously had and what they learned from them. I noticed students were highly engaged and listened to each other’s stories attentively. Laughs and giggles indicated that they were enjoying the plurilingual task. In one class, when the instructor asked, “What can we learn when we meet people from different cultural backgrounds?,” students raised their hands quickly to provide answers, showing their eagerness to participate. Below are some of the answers provided:

Different cultural experience. For example, in my global equity course, there are people from different countries in my group and we have a topic about health insurance and they talk about their culture experience, which is different from others.

We learn how to say hello in different languages.
How to respect people from different countries. For example, there are people who cover their heads and we can’t touch their hair.

I learned that change my point of view towards other countries because I just knew the country from the news, but when I learned from people I changed my mind.

I observed that both instructors and students engaged in conversations about cross-cultural comparisons and knowledge learned from intercultural encounters. Also, as stories were being shared, I noted that the task facilitated learning that may have contributed to gains in PPC levels. For example, students often learned new knowledge that was experienced first-hand by their peers’ intercultural encounters, such as in certain countries, homosexuals do not have the right to marry and abortion is an illegal practice. What is interesting is that the fact that instructors began the lesson by asking about students’ experiences allowed students to be in the role of the instructor and to teach others, including their own instructors, about their cultural knowledge. Conversations among students were mainly in English, with a few exceptions when translanguaging was used for clarification or to gain further knowledge. The students also reported feeling comfortable demystifying stereotypes, as shown in the exchange below:

When I came to Canada, Canadians just think Chinese culture is Chinese culture but they think that the Chinese food in Canada is Chinese food but Canadian Chinese food is not that good.

I thought that you guys would just eat rice and noodles.

Oh no!!

I know, but it’s because of the movies.

I know but this is just a stereotype.

But my friends learned that China is very diverse, the food is very diverse and it’s not one culture only.
As a foreigner, the way you use chopsticks is different than when I do. Look [the student demonstrates] but he does it differently.

But that's not a cultural difference. My parents eat like you. Everyone has different ways to hold chopsticks.

A final observation refers to negative feelings toward certain cultures because of an individual’s experience, although these exchanges were rare. One example occurred in one class with two Chinese students discussing the Second Sino-Japanese war:

If people know a lot about the history and the politics in Japan, they may have different perspectives about Japan. My grandparents’ fathers and mothers were killed by the Japanese so I can’t forgive them.

But this is history, and not culture. I can learn about the culture and enjoy it but I don't forget the history. Maybe the elder generation it was different but the young generation likes anime and the food culture. It depends on the people, too.

In this exchange, the instructor encouraged the student to further explain his negative feelings while others were listening attentively. After a while, despite his animosity toward the Japanese, the student understood that his experience should be seen as an isolated case.

Cross-cultural comparison was the third plurilingual and pluricultural practice observed in the classes. Student engagement was evident in all classes and no sign of lack of interest was observed. Through a comparison across and within cultures, the students explored some of the key elements of PPC, such as understandings that cultures may have different norms and that sensitivity to difference(s) is needed in intercultural encounters.

4.1.4 Intercomprehension

Task 9 focused on introducing the concept of intercomprehension as a plurilingual strategy. All of the students were invited to look at some words in English and try to identify from which
language they had been borrowed. They were also asked to reflect on words from other languages that were used in English, as well as the differences and similarities in spelling and pronunciation of these words. After a comparison, students looked at an academic abstract written in French and were encouraged to use their linguistic repertoire and try to understand the text. This text was chosen because French is one of Canada’s official languages and students may need to consult academic texts that have been published in French, and potentially being able to read an abstract and grasp the overall meaning of the article can be helpful.

Most of the student participants were from China and intercomprehension between Chinese and French could be a challenge. However, the task aimed at encouraging students to use English, their L2/L3 and not their L1 only for intercomprehension. The strategy of using the L2/L3 was also encouraged among students who spoke Japanese, Taiwanese, Turkish and Russian as an L1, given the differences between French and these languages. For students whose L1 was Spanish, intercomprehension between French and Spanish was certainly an advantage given the similarities among these languages. However, even among students whose L1 was Chinese, intercomprehension was possible because they used their entire linguistic repertoire, which included English. Thus, this is an interesting result as it provides evidence that the use of intercomprehension as a plurilingual strategy is beneficial for all students, even for those whose L1 is not a Romance language.

4.2 Instructors’ comfort levels with plurilingual instruction

This section reports results from instructor interviews that occurred after the implementation of the plurilingual tasks in the ALS class of the EAP program. The results reported here specifically focus on the instructors’ comfort levels with plurilingual instruction.

At the start of the interview, I asked the instructors if they identified themselves as a plurilingual and/or a pluricultural person because I was interested in examining whether this identification would affect their comfort levels with plurilingual instruction. The following definitions were provided:

*A plurilingual person is someone who knows two or more languages but does not necessarily speak them at the same proficiency level; for example, one language can be more fluent than the other. A plurilingual person is also someone who knows variations*
(dialects) in the same language, for example, the way a language is used in different regions of the country or in other countries.

A pluricultural person is someone who knows about two or more cultures but does not necessarily adopt them at the same level. A pluricultural person is also someone who knows about differences and similarities between cultures even in the same country/city, for example, the way people behave in different regions of the same country.

All of the instructors identified themselves as being pluricultural and plurilingual, except for one instructor who reported being monolingual: “English is the only language I’m comfortable in.” (Instructor 1, 00:03:00.27). The fact that all of the instructors had previous experience teaching and living in other countries may have contributed to their plurilingual and pluricultural identity. Based on the instructor’s self-identification, I asked questions related to their comfort levels applying the plurilingual tasks.

Deductive analysis of the interviews show that all of the instructors, including the instructor who self-identified as a monolingual, had high comfort levels applying the plurilingual tasks. All of the instructors drew on their own plurilingual and pluricultural repertoire when applying the tasks, as indicated below:

Yeah, for sure. I felt comfortable because of my own experience. I could back up, you know, what the tasks were with my experience and I think, in my opinion, I think experience is so much more valid than theory. I was always interested in this from the beginning […] I didn’t know I was considered or that I considered myself being plurilingual and, you know, a pluricultural person, so I personally gained uh from doing these tasks as well (Instructor 5, 00:44:45.12)

It is clear that previous experience plays an important role in instructors’ comfort levels when applying plurilingual instruction. Using their prior knowledge of language and cultural learning was certainly an advantage, even if instructors were unaware of their own plurilingual and pluricultural identity. Other instructors agreed:
Oh yeah, I mean, I don't know if it's just me being interested in that, like if it’s me being plurilingual and pluricultural or if it's because I’m interested in languages and cultures that I found the tasks a lot of fun (Instructor 7, 00:31:37.12)

Interestingly, comfort levels with plurilingual instruction were reported even with the instructor who had self-identified as monolingual:

Yeah, yeah, definitely. Even if I don't consider myself plurilingual, I have enough background there to be able to use examples from my experience. So, I mean, my own background helped me feel more comfortable. (Instructor 1, 00:22:21.01)

Despite self-identifying as a monolingual, Instructor 1 had a rich linguistic repertoire; he had previously learned French, Spanish, Greek and Latin. He also reported having learned dialects of English, particularly Cockney from his father. However, because English is his dominant language and likely the only language he feels comfortable speaking, he felt unable to claim his plurilingual identity, although it did not affect his comfort levels with plurilingual instruction.

One final observation was made by one instructor who was pleasantly surprised with how much her students were interested in the plurilingual tasks, which also contributed to her comfort levels in continuing to apply the tasks. She argued:

It was very encouraging for me when I heard how much buying the students had put into this. Because I was worried that I would be standing and trying to implement these tasks and in their heads they would be all thinking "Oh, why do we have to do this? I can't believe we have an extra thing to do and now I have to write an extra homework for this, too?" I was worried that might be what was going through their minds. Once that was removed, [...] I realized "Wow, ok, so they're actually doing this. They're doing their homework. They are actually responding to you and your questionnaire and so on" Then, it was much easier for me to see that they had bought into it and perhaps that affected my openness to the tasks a tiny bit but it wasn't like it went up exponentially. But once I removed that hesitation that perhaps they hadn't bought into this so much, once I knew that was the case, I was unbridled, unbridled application of the tasks (Instructor 3, 01:04:10.22)
Obviously, one concern among the instructors related to students’ openness to plurilingual instruction, especially in a study with a quasi-experimental component in which instructors were asked to apply plurilingual instruction in one group and monolingual instruction in another group. The concern that all students would somehow benefit from the instruction being applied was valid. Yet, when instructors perceived that their students were open to plurilingual instruction, the concern was minimized.

Overall, results from the instructor interviews reveal that all instructors felt comfortable applying plurilingual instruction, regardless of their self-identification as monolingual or plurilingual. In addition, two main aspects contributed to this comfort level: the instructors’ own plurilingual and pluricultural repertoire as well as student openness to this type of instruction.

4.3 Instructors’ advice for the implementation of plurilingual instruction

This section reports results through deductive analysis of the instructor interviews, with a specific focus on advice for ELT instructors who are willing to use plurilingual instruction. After applying the 10 plurilingual tasks in the ALS course, instructors were asked what advice they would provide to teachers who had not yet experimented with this type of instruction.

All of the instructors ($N = 7$) had positive attitudes toward plurilingual instruction and suggested that it can be beneficial to students. With no hesitation, one instructor suggested:

_I would tell teachers to start using them. To expose themselves more ‘cause if you’re teaching English, even if you go to a Canadian high school in Toronto […] [i]f you’re teaching in Toronto, Toronto District School Board, you’re dealing with so many different cultures in one classroom, for a second generation so I think it’s important to have that background […] So I think that’s kind of where the world is moving, I’m hoping, that where this world is moving to, so there’s more understanding of cultures so we can fix the problems that are happening. If you’re living in this world, I think what it [plurilingual instruction] does is, and once again, I am basing this on personal experience, it gives you the tools to connect and I think some people learn better if they are able to connect things to their experiences, cultural background, native language so in that aspect I think it could help_ (Instructor 5, 00:57:21.25)
This excerpt shows that the encouragement to start using plurilingual instruction was not only for EAP instructors but ELT professionals in general, particularly in Toronto, given its multilingual and multicultural nature. It also indicates that this type of instruction is helpful for bringing languages and cultures together as a way to connect people. Another instructor suggested the implementation of plurilingual instruction for metacognitive skills, and raising linguistic and cultural awareness:

*I would say, prepare to be surprised. I think students would probably surprise the teachers a little bit in their enjoyment, just being able to talk about language. In a sense, it [plurilingual instruction] asks students to be aware of metacognitive processes [...] That kind of self-awareness is something we focus on a little bit and the whole meta approach to language but not a lot. This (plurilingual instruction) is an awareness-raising task and it should be treated as such. It’s an opportunity for students to pay attention to their own process and the way that they interpret communicative interactions and then ultimately the way that they communicate as well [...] I don’t think it would go to waste or that it would interfere with other outcomes. I think it would benefit in a class that has speaking focus* (Instructor 3, 01:11:17.26)

The fact that the instructor suggested that teachers be prepared for an element of surprise is novel. Not only will students enjoy plurilingual instruction but they will also engage in metacognitive and awareness-raising skills, which are helpful for communication. In addition, the fact that plurilingual instruction does not interfere with other course outcomes, at least not in the EAP program of this study, is another reason indicating successful implementation.

For teachers who consider themselves monolinguals and might be somewhat hesitant to apply plurilingual instruction, one piece of advice given by the instructor who self-identified as monolingual, was:

*Be a little bit open to your own experience and maybe even if you don’t consider yourself, you know, plurilingual and pluricultural, you probably have some aspects of your experience you touch on, different languages or different cultures. I mean, think about anybody who’s been teaching for more than a week or two. Really, you’ve had contact with other languages just by walking into that classroom, right? And other cultures at the same time, so maybe be open to not feeling like it’s something that you’d have to feel it’s*
totally foreign to yourself and then to something that it’s also for your students as well. You can help them understand that (Instructor 1, 00:31:51.10)

All language instructors, even those who might think of themselves as monolinguals like Instructor 1, are encouraged to implement plurilingual instruction. Language instructors typically have contact with other languages, even if informally, through travel or contact with other people, and most particularly with students who are often plurilingual. Thus, results suggest that teachers be open to learn from their own students. As expressed by one another instructor, “There is no ‘I can’t do it’” (Instructor 6, 01:18:15.10) but teachers need to be prepared to be open to languages and cultures in their English classroom.

4.4 Summary of the results

To answer the first research question, How is the theoretical framework of plurilingualism implemented in an EAP program?, inductive analysis of classroom observations and deductive analysis of instructors’ interviews indicate that implementation of plurilingual instruction required active participation from students and instructors, which subsequently further engaged students in deeper reflections about language and cultures while promoting higher levels of awareness. Through plurilingual practices such as reflection on plurilingual identity, translanguaging, cross-cultural comparisons, and intercomprehension, plurilingual instruction opened up new possibilities of learning about language and culture in an interactive and inclusive way. Furthermore, these results were complemented through a deductive analysis of instructor interviews, demonstrating that the instructors had high comfort levels in implementing plurilingual instruction, which even includes the instructor who considered himself monolingual. Finally, given the benefits of plurilingual instruction toward better language learning, all instructors encouraged future ELT professionals to implement plurilingual instruction in their classes.

Based on the findings, I put forth the claim that plurilingual instruction affords unique opportunities for students to share their linguistic and cultural knowledge during classroom practices that enable them to not only showcase their knowledge but advance it. Plurilingual practices help shift the students’ and instructors’ views of language from monolingual to plurilingual over time which change the dynamics of the classroom, minimizing hierarchical barriers between instructors and students. Based on these results, I also argue that plurilingual
instruction is beneficial for both students and instructors, as comfort levels and engagement were high among participants. Finally, I put forth the claim that instructors do not need to be plurilingual in order to implement plurilingual instruction.

Chapter 5 delves into RQ2 with details of EAP students’ perceptions of plurilingual instruction.
Chapter 5
Students’ Perceptions of Plurilingual Instruction

This chapter provides results for the second research question: “What are EAP student’s perceptions of plurilingual instruction?” I addressed this question with grounded theory analysis of student diary entries (N = 672) which revealed two main themes: affordances of plurilingual instruction and challenges of plurilingual practices. Results from deductive analysis of the focus groups are used to supplement information of the diary data whenever suitable. Given the fact that the frequency of emergent themes may provide an indication of the significance of the categories (Cohen, Manion & Morrison, 2007), I chose to present the frequency of cases in each category that emerged from the diary data in figure 5, from highest number of cases to lowest in order to give the reader a sense of the significance (or lack thereof) of the emergent categories. Then, I add results from focus groups that either confirmed or refuted results from the diary data. Finally, I present representative verbatim quotes from both diary and focus group data to illustrate the phenomena under each category.

5 Affordances and challenges of plurilingual instruction

For the first theme, affordances of plurilingual instruction, ten categories were identified: 1) cognition; 2) plurilingual and pluricultural awareness; 3) flexible language and cultural use; 4) additional language and cultural learning; 5) awareness of societal multilingualism and multiculturalism; 6) empathy; 7) English language learning; 8) relatability; 9) critical thinking; and 10) willingness to learn additional languages.

The next two sections provide more comprehensive information of students’ perceptions of plurilingual instruction.

5.1 Affordances of plurilingual instruction

Figure 5 shows a visual representation of all affordances from the student perspective and the number of cases.
5.1.1 Cognition

The first affordance of plurilingual instruction identified was cognitive development, with 123 cases. Inductive analyses of diary entries and deductive analysis of the focus groups indicate that the plurilingual tasks helped students develop cognitive skills. The tasks applied during the research study invited reflection by EAP students on differences and similarities among languages and cultures on many levels: pronunciation, written form, behaviours, and pragmatics, among others. Task 4, for example, required that students reflect on languages other than English that they heard on the streets of Toronto and to provide information about how they recognized these languages. Then, students were asked to write down a few words they knew in a language other than their L1 and English to teach these words to a partner, focusing on pronunciation. The goal of the task was to encourage students to use cognitive strategies about phonological information among different languages. A card with “thank you” in 31 different languages was also provided to the students as part of a listening task in which they listened to an audio clip and numbered the languages according to what the sequence in which they were heard. A reflection with questions related to cognitive strategies used to identify phonological representations in each language was provided.
Many students wrote about cognitive strategies used during this task, particularly when comparing the pronunciation of words in different languages. Some of the students paid more attention to similarities while others found it helpful to look at the differences among languages and cultures. They often commented on and recognized that certain European languages have similar pronunciation and graphic representation for the expression “thank you,” as is the case in Norwegian (takk), Swedish (tack), and Danish (tak), while others focused on tonal languages and stress. Furthermore, comments about the number of words available to express one single concept were also frequently noted and the fact that they vary across languages. The accounts below represent this cognitive process:

*These are three languages that have the same pronunciation, which is quite interesting: they are respectively Danish (tak), Swedish (tack) and Norwegian (takk).* (Esther, Task 4)

*I found an interesting thing that many European countries pronounce the word similarly.* (Krystal, Task 4)

Through the process of *comparons nos langues*, students became aware that some languages may have the similar or different graphic representation and pronunciation. Another interesting result relates to students’ use of their entire linguistic repertoire rather than making comparisons between L1 and L2. Many students used cognitive thinking to compare two additional languages they had in their repertoire, possibly an L2 and L3, and sometimes an L4. This is an important result as it indicates that plurilingual instruction has the potential to harness students’ entire repertoire. Below is a representative quote from a Chinese student illustrating this comparison:

*During this task, I found that there were many languages that related to each other. For example, English and French. There is a word “rose” which means a kind of flower in both English and French. However, the pronunciations are different. I learnt a bit of French before, so when people pronounce “rose” I will realize that we’re speaking French. Besides that, there are many words in English & French which have same spelling, but different pronunciations.* (Momo, Task 4)

Besides spelling and pronunciation, students also used reasoning, which is a cognitive strategy, when comparing idioms in different languages. Many of the students made comparisons between idioms in their L1 and in English, but also noted idioms in other languages, especially the
languages of their peers. Some of these comparisons were related to meaning, literal and
figurative, cultural understandings and number of words in idioms across languages. For
example, students reported that many idioms in English can be found in Chinese and other
languages but the number of words used to represent the idiom is different, as noted below:

I found out other languages have their own idioms and some of the idioms have the same
meaning of Chinese idioms but the difference between Chinese idioms and other
languages like English and Spanish is length. Chinese idioms have the fixed length which
is four words or eight words per idiom. However, English and Spanish idioms are
variable. (Jamie, Task 5)

Another important result is that students were making comparisons among many languages, and
not only between L1 and L2. In the quote above, Jamie used his L1 (Chinese), L2 (English) and
also Spanish, another language in his repertoire. Because the plurilingual tasks drew students’
attention to several aspects of comparison among languages such as semantics, pronunciation,
meaning, and grammar, among others, the tasks afforded cognitive development. Task 6 required
similar processes when comparing communication styles as it invited students to reflect on direct
and indirect communication. Students were presented with several situations and asked to reflect
on how direct their communication would be depending on the interlocutor, situation and
message conveyed. They were then invited to look at direct and indirect communication on a
spectrum and not necessarily asked to focus on particular cultural orientations. The task ended
with these students performing a role-play of a problem-solving situation, which involved people
with different communication styles working together to accomplish a task. Through a cross-
cultural comparison, many students were able to develop cognitive strategies to understand
language used in different contexts. Here is a quote that illustrates this type of comparison:

In Canada, we use high and low communication styles in a conversation. Also, in
Chinese culture, we use this kind of communication style to communicate. In Japanese
culture and Korean culture they treat this communication style very seriously. In
Canadian culture, I use please/could you please, do you mind…to the teacher and prof. if
I am a student. Also, in Chinese culture, I will use Nin (您) instead of Ni (你) when we
talk to the prof. These two words have the same meaning but Nin (您) is high level of
communication style. (Quan, Task 6)
Students often reported in their diaries that after engaging in plurilingual tasks, they were able to understand how communication can break down, as a result of interacting communication styles rather than language per se. Through the completion of these tasks, students began to develop a deeper understanding of the fact that communication styles may vary depending on culture, interlocutor, context and situation. While this understanding may seem obvious for any speaker of multiple languages, students often reported in their diaries that this was the first time they noticed differences in communication styles. The fact that they were able to explore this difference from multiple perspectives enabled them to gain deeper understandings about it, as observed one student:

*I know the communication style in each country is different, this task gives me more detailed information about the degree of this style from high to low. One of the examples we discussed during the class was the communication style of asking for a leave in Canada and China. In Canada, professors prefer general information while in China teachers required detailed description. I don’t always have to use high or low communication style. I decide my style depending on the situations; therefore, knowing the differences between cultures is essential for preventing several problems.* (Chen, Task 6)

In this quote, the student refers to a phenomenon that typically occurred among Chinese students when they were absent in class from their EAP program: some students described that when they were absent from class, they would send an email to their instructor and provide a detailed explanation to justify why they could not attend class. In the EAP program, instructors often do not expect this long explanation and a simple message informing of students’ absence is enough. Through cross-cultural comparisons, students understood the need to be aware that different communication styles may vary depending on culture, context and interlocutors.

Through cognitive processes, students also gained awareness of how to advance their knowledge in other languages, besides English. They often reported that the tasks enabled them to realize that through cognitive processes, they could advance their knowledge in a new language. Particularly, some of the Chinese students noted that knowledge of English could be used to understand and learn other languages, as illustrated below:
The languages are spread by culture. When our world is connected, our cultures and languages both spread to anywhere in this world. In fact, we could find some word from another culture. For example, some Chinese words are used in English like “tofu” and “dimsum.” On the other hand, many Chinese words are from English. For instance, “microphone” “tank” and “typhoon” so we could use our knowledge of English to understand many other languages. (Hanzo, Task 9)

Using intercomprehension as a cognitive strategy to advance one’s plurilingualism is an important finding, particularly among non-Romance languages, which is somewhat unusual in plurilingual literature. It is common for speakers of Romance languages to use their previous repertoire to understand and learn another Romance language (e.g., an individual using knowledge of Portuguese to understand Spanish), but this is not always the case among the Chinese. However, while Chinese may not provide an advantage to understand a Romance language, English does. Among the Chinese students in this study, this realization became apparent.

Data from the focus groups accord well with the diary data, as cognitive development was often mentioned despite the questions not being targeted to this particular dimension. Students repeatedly noted that the comparison process enhanced their understandings of language and cultural use, and that language may vary depending on context:

There’s one activity, indirect and direct speaking so I think maybe in real life, we may realize different people have different way to uh talk and they may express their opinions uh very strict or maybe they are more like indirect so I yeah learning, the knowledge that I learned really helped me connect those ideas to real life. (Focus Group 1, 00:38:43.02)

Students used cognitive processes to conclude that the language use learned in class could be applicable to real life. Similarly, a comparison among cultures was also mentioned during the focus group to help with cultural understandings, which provides further evidence that the plurilingual tasks enhanced cognition:

I think the lecture about the high and low context culture, although we might know if before, like I think most of us know that in China we don’t directly tell what we want most of the time because we’re in a high context culture, and we know that most people in a
Recognizing that language use may differ depending on cultural context is an important finding that emerged from the focus group data and supports findings from the student diaries.

Overall, data from both diary and focus groups suggest that plurilingual tasks afforded opportunities for students to develop cognition. Through sharing similarities and differences among languages and cultures, students engaged in reasoning, decision-making, problem-solving, and realized that the knowledge learned in the classroom can be applicable to real-life situations. These are important results as they contribute to advancing students’ language and cultural knowledge.

5.1.2 Plurilingual and pluricultural awareness

The second category of affordances identified in plurilingual instruction was plurilingual and pluricultural awareness, with 118 cases. Analyses from both diary entries and focus groups reveal that the plurilingual tasks helped students become aware of different aspects of PPC. Five subcategories were most cited: plurilingual identity, dialects, plurilingual trajectory, pluriculturalism, and plurilingual practices. Each subcategory of plurilingual and pluricultural awareness is presented below.

5.1.2.1 Plurilingual identity

Awareness of plurilingual identity was a topic that repeatedly emerged from the diary and focus group data. Some tasks specifically targeted awareness of students’ individual plurilingualism; for example, Task 2 required that the students complete Language Portraits (Krumm & Jenkins, 2001), which asked them to draw a picture of themselves on paper and place languages and cultures that were part of their identity on their bodies. After drawing their portrait, students sat in small groups and shared with peers some of the languages and cultures that were part of their identity together with reasons why these had been placed on given parts of their bodies. Many of the students reported a realization of their plurilingual identity for the first time, most particularly among the Chinese students who had previously claimed to be purely Chinese:
I found that there are so many cultures related with me and I never found before. I used to consider myself as a completely Chinese. After today’s study, I found most of us have plurilingual identity. After I come to Canada, I also learned more cultures, not only Canadian culture, but other culture like Korean, Japan culture. (Apple, Task 2)

This notion of purity, however, was dismantled after completing the plurilingual tasks. They were able to realize that their identity was formed by other linguistic and cultural traditions, and not only from the Chinese. Furthermore, students recognized that after living in Canada for a few months opened up possibilities to learn about other languages and cultures given Canada’s and more specifically Toronto’s multilingual and multicultural milieu. Living in a multilingual context does not automatically translate into the development of a plurilingual identity. In fact, there are many people who think they are monolingual and behave like one even if the context requires openness to other languages. Therefore, the process of completing plurilingual tasks afforded opportunities of recognizing and building a plurilingual identity.

When first introduced to Task 2, a vast majority of the students were unaware of the meaning of the term plurilingual and first thought it meant speaking several languages, as shown below.

From my previous point of view, I thought that plurilingual people is someone who are really good at speaking multiple languages and translate them with different languages. But the definition of plurilingual is only about the languages you speak. So, I think that due to globalization of the world, we are all plurilingual people. (Sheila, Task 2)

However, students realized that the term plurilingual refers to an individual’s trajectory toward learning about languages and cultures and not the ability to speak multiple languages fluently. In addition, some of the students noted that it is nearly impossible to be monolingual: even people who are not able to speak another language can often speak a dialect of the same language. In addition, given that the student population in this study had access to digital technology, they often expressed learning about other languages and cultures through online interactions, watching online videos, and playing online games in other languages and with people from different linguistic backgrounds. While technology provided them with opportunities for language and cultural learning, the plurilingual tasks afforded a realization of their rich linguistic repertoire.
Because plurilingualism considers an unbalanced level of proficiency, that is, even limited proficiency in a language is part of one’s plurilingual identity, some of the students felt comfortable in claiming languages they did not speak fluently as integral to their plurilingual identity:

_During this activity, I realized that actually we know the number of languages which is more than we expect. We know lots of language even if we can only speak some words such as “m goi” the Cantonese way to say thank you. (Jungle, Task 2)_

Being able to say a few words in one language, enabled students to realize that their identity includes not only languages they speak fluently, but also languages in which they had partial proficiency levels. Thus, because the students could consider languages with limited proficiency knowledge as part of their identity, they were able to consider more languages than they thought they would have within their repertoire, which was a surprising yet reassuring element for most students.

Clearly, the diary data suggests that plurilingual tasks can enhance students’ awareness of their plurilingual identity. The realization that other languages and cultures can be part of one’s plurilingual identity without compromising their nationality (e.g., Chinese) was evident. In addition, the common belief that a plurilingual person is someone who speaks multiple languages fluently was demystified through the completion of plurilingual tasks. Similar thoughts were expressed during the focus groups that were completed by the end of the program. For example, students reported knowing more than two languages, which was not the case when they completed their demographic questionnaire. All of the students talked about their L1 and L2, which are two languages they can speak fluently, and added other languages and dialects that they only partially knew. Sometimes they knew just a few words and expressions while at other times they were able to maintain a simple informal conversation in these languages. During the focus group, these students also discussed their trajectories and how these languages had been learned:

_I went to an American primary school so I found many opportunities with English. And then I went to Italian high school and I went to Italy for four summers maybe, that’s why I met with these people and found more opportunities to practice Italian. And also, my main culture is Turkish, so I speak Turkish. (Focus Group 1, 00:00:55.13)_
I can speak Chinese, English and a little bit of Manchu. It’s a language from Qing dynasty my grandpa speaks. My grandpa speaks and I’ve learned a few words about Manchu. (Focus Group 1, 00:02:43.26)

For students, whether they were Chinese or non-Chinese, it is clear that they were aware that their heritage and lived experiences contributed to their plurilingual identity. Students highlighted several aspects that contributed to the development of their plurilingual identity: cultural heritage, travels, study abroad, online interactions, as well as other factors. A vast majority of the students identified only two languages in their demographic diary at the start of the program but later discussed several languages and cultures as part of their identity during and at the end of the program, providing further evidence that plurilingual instruction played a key role in their identification as plurilingual.

Overall, the data from both diaries and focus groups suggest that students became aware of their plurilingual identity after completing the plurilingual tasks. This result is important as it shows that classroom tasks can connect students’ own experiences with languages and cultures to their identities, validating their individual plurilingualism.

5.1.2.2 Dialects

Besides language, dialect was a second element of plurilingual and pluricultural awareness that emerged from the student diaries, particularly among Chinese students who made up 84.5% of the student population in this study. While China is a linguistically and culturally diverse country with many dialects, students reported that recent language policies in the country favour Mandarin Chinese as an official language and as a language of unity, which is a monolingual ideology that has prevailed over centuries in many countries. Yet, despite the political attempts of unifying a diverse nation with one single language, students acknowledged, with pride, that the dialects they knew were an integral part of their identity, as shown below:

Most of us can speak more than two dialects, such as Chinese dialects. (Yuri, Task 1)

In this week’s task, I learnt that even speak different dialect for the same language is plurilingual. (Fall, Task 2)
This task made me realize that I have a plurilingual identity. This means that I am able to speak more than one language and more than one dialect. (Momo, Task 2)

Some of the Chinese students argued that given that dialects are an integral element in a plurilingual’s repertoire, every Chinese person is plurilingual. They also noted that many Chinese people speak more than one Chinese dialect, which adds to their plurilingual repertoire. This result is important as it provides empirical evidence that monolinguals are rare or non-existent as even within the same language, variations and dialects contribute to the repertoire of a plurilingual. Interestingly, before completing the plurilingual tasks, some of the EAP students did not consider “local languages” as part of their individual repertoire but this view changed after completing the plurilingual tasks:

It’s very interesting to notice I actually speak three languages. I thought my local language cannot be counted into another language. My first language is Chinese and I can use it best. I don't usually use my local language but I know how to speak it. (Tyloo, Task 2)

The acknowledgement of dialects in students’ repertoire was empowering and gave them a reason to be proud of their rich repertoire, which was perceived to be limited or deficient initially before they engaged in the plurilingual tasks. Furthermore, students’ accounts reveal an understanding that even if one of their languages or dialects has not been recently used, it is still integral to their repertoire. Hence, the recognition of dialects, which is suggested in the plurilingual theory, was one of the main emergent themes in the diary data. During the focus groups at the end of the program, students had already completed all 10 plurilingual tasks and continued to maintain that dialect was an integral element of their repertoire, which is an interesting result as it indicates that the tasks helped students shift their mindset over time from a deficiency view of a perceived lack of languages in their repertoire to celebrating a richer repertoire through their dialects:

I learned of course English, and I can speak Mandarin, and I can speak two different dialects from my hometown. (Focus Group 1, 00:02:20.04)
Basically, I speak Mandarin and English and for sure my dialect in my hometown, Wuhan dialect, it’s a city in Wuhan at Hubet province and it’s in the middle of China.

(Focus Group 2, 00:01:58.07)

I think I’m very similar to her, because I think for the Chinese culture, ‘cause Chinese culture is very diverse so like every city, every province has their own dialect so of course I have my dialect, too, and I can speak Mandarin, English and maybe a little Korean because I like Korean drama, yeah. (Focus Group 2, 00:02:22.08)

Once again, the Chinese students reported knowing different dialects and arguing that every Chinese is plurilingual. This is an interesting result as both data sets, the diary and the focus group, show that only the Chinese students reported having knowledge of dialects. None of the students from other countries reported dialects as part of their plurilingual repertoire.

5.1.2.3 Plurilingual trajectory

Students’ unique trajectory was the third element noted that helped shape their plurilingual and pluricultural awareness. Diary entries and focus group data reveal that students enhanced their awareness of several aspects that contributed to their unique plurilingual blueprint (Galante, in press), which was never the same given that each one of them had different lived experiences. Aspects such as language of instruction, place of birth, travel, interests, and globalization, among others were recurrent in the diary data. The quote below represents how students reflected on their trajectories:

After talking to my colleagues, I came to know that many things like place of birth, education, and beliefs can influence people’s linguistic and culture identities. For example, Chinese people are more likely to be taught Chinese and English in school so that it will affect their linguistic identity. (CC, Task 1)

Clearly, students developed an awareness that their plurilingual identity was not shaped by accident. All of their lived experiences were crucial to shaping their plurilingual blueprint. Given the popularity of EFL in China, English is also taught in schools and most of the students recognized that Chinese and English are the main languages that they learned because of social and political pressures. Other aspects such as heritage, job opportunities, media and the arts were repeatedly noted as influencing students’ plurilingual trajectories:
Through this task, I found that some factors have influence my understanding of linguistic and cultural identity. For example, TV has shaped my linguistic since I always watch some Korean TV plays and Japanese cartoons. (Esther, Task 1)

After this task, I find out that culture is not only about language. TV, music, also education, heritage, job opportunities and the things that I didn’t usually consider as culture. (Kevin, Task 1)

I think this task gave me a deeper understanding about culture and language. It made me realize that there are so many aspects that can reflect culture identity. For example, I have played different video games that are produced in China and other places, and I can see the each game is based on culture from their country. (Nick, Task 1)

Certainly, the students agreed that the plurilingual tasks offered opportunities to recognize their unique trajectories as complex given differing aspects that have shaped their linguistic and cultural repertoire. Furthermore, students became aware that aspects that they had not previously thought of as influencing their repertoire — such as art, games, movies, TV shows, animes, et cetera — also play a key role in their identity development. During the focus groups, participants confirmed that their trajectory contributed to their plurilingual repertoire:

I learned Chinese because I lived there and the environment ‘cause it’s like my language but for English I had to study, and for Japanese I really like anime, Japanese anime, so I watch anime and television series and films from Japan and I have friends from Japan, who always like to travel between China and Japan and they are like teach me some Japanese as well. (Focus Group 1, 00:08:09.13)

What is striking about the results reported in this section is that students often reported using their knowledge of different languages/dialects and cultures to engage in social and educational tasks. None of the students reported using only one language/dialect to engage in all of the tasks they perform daily. At the time of data collection, all of the participants had full-time student status and none of them were working; yet, some of them envisioned themselves in the future and reflected on the languages required for professional needs:
I think I have passion for English and I always try to learn different languages such as Spanish uh, French, and I think English is the basic language to get into a position so I should learn English and I use social media like uh Instagram, Facebook and talk to people, I usually listen to English pop songs, jazz, so that really influenced me. (Focus Group 2, 00:07:12:12)

Unsurprisingly, English was often reported as being an important language for finding employment given its strong status as an international language. In addition, given its strong presence online, English was also seen as a key language for online interaction, even if only socially for Facebook and Instagram.

Overall, data from the both diary entries and focus groups show that students gained heightened awareness that their plurilingual trajectory and lived experiences have influenced the development of their repertoire.

5.1.2.4 Pluriculturalism

As previously noted, the theory of plurilingualism considers both linguistic and cultural knowledge often captured in repertoire, and pluriculturalism was the fourth element recognized as part of students’ developing awareness process. After the completion of the plurilingual tasks, students reported becoming aware that knowledge of many cultures was integral to people’s identities, which helped students shift their mindsets from thinking they were monocultural to pluricultural:

People around the world can use languages as a signature to represent their identities. For example, Chinese represent China. A person can believe in one or more than one cultures. Former one is monocultural and the latter is pluricultural. Speaking more than one language can be treated as learning different cultures. As a result, identities are more than one as well because plurilingual identity is made of languages and cultures. (Hello, Task 1)

Students came to recognize that a mesh of cultures can be part of one’s identity and they viewed this phenomenon in a positive light. Many Chinese students also noted that before engaging in the plurilingual tasks, they considered themselves as strictly monocultural, and having a pure Chinese identity, a view that changed over time. An important observation made by the Chinese
students was that they do not need to give up their Chinese identity in order to embrace others, which contributes to the notion that plurilinguals have multiple identities. Additionally, the students also held a strong position that everyone is pluricultural and no one has only one single culture in their repertoire, as noted below:

Since all the students is coming from different countries, I think all of us are pluricultural. None of us can be defined by one culture. For example, in my heart I am Chinese. But the way of how I think is English. Moreover, because I like Japanese culture, Japanese can be part of my body. On the other hand, I had learned some new words from my colleague which is a Russian male. Learning different words given me the feeling that I am close to other culture. (Kuru, Task 2)

Often, the students expressed awareness that the cultural dimension is an essential part of their own identity and that of their colleagues. The Chinese students, in particular, noted that despite being from China, they had embraced other cultures, such as Japanese and Russian, and concluded that learning a language made them feel closer to the culture of that language.

The notion posited by the plurilingual theory that languages and cultures are inextricably interconnected was confirmed in the students’ accounts. They reported that when learning a new language, even if only partially, people learn about the culture attached to that language. This awareness was possible after student participation in the plurilingual tasks:

After sharing our “self-images”, I noticed that all of us can speak more than one language and we are influenced by different social background. For example, one of my classmates can speak Russian and Spanish, so he knows some culture related to those two languages. I think this task is helpful in terms of helping us realize that we are influenced by different cultural background. I like this task very much since it makes me notice that when we learn different languages, we’re not only learning the language itself, we also scratch the surface of some cultures that related to the specific language. (Momo, Task 2)

Besides the link between language and culture, students also noted that even within the broader culture of a country, diversity occurs:
Even though we come from the same country, we still have some different culture. So, this task helps me know other people’s unique culture. It helps me understand others more deeply. (A, Task 1)

This is an interesting result as it shows that even in classes with a majority of students from the same country, as was the case in this study, the students were still able to identify pluriculturalism within the country. Furthermore, this observation was reiterated by students from other countries, such as Ecuador. However, while the Chinese students highlighted differences among minority and majority cultures in China, Ecuadorian students pointed out the cultures of the indigenous and immigrant populations in the country. Thus, context played an important role in the identification of pluriculturalism.

During one of the focus groups, a similar observation about diversity within the same country was made and sparked some debate: one student first claimed that pluriculturalism was not present in his class, as a vast majority of the students was from China. Another student, however, disagreed and others followed the same position:

Student 1: We have students from different countries here but mostly 80% I think is Chinese [participants laugh] so we make friends with Chinese, we speak in Chinese, we don’t spend much time with like Japanese-background students [participants laugh]. I think that 99% in this room is Chinese people or Asian people, we share similar language so I think the EAP program is only useful in terms of English.

Student 2: I respectfully disagree with you [participants laugh] so uh like everybody just said, everybody has different backgrounds so if you make friends with them, you can know about their background culture [participants shout: “Yeah”] so that helps. We just use English as a media.

Student 1: I got your point. That’s good.

Student 3: Because 80% of the people in the EAP program is Chinese, then there are some people who come from other countries like in my section we have an Iranian student so it shows her special like we like to talk to her and ask about some specific
things in Iran and other things so which actually help us learn something. I also learned some Persian from her so I think it’s useful in some way. (Focus Group 2, 00:14:24.01)

While the students had different viewpoints at first, they later agreed that it was possible to learn about other cultures even in a class with people who are originally from the same country. In addition, given that the plurilingual tasks facilitated exchange among students at a personal level, cultural learning was mainly possible because each student had a different trajectory and greater cultural knowledge was learned from this exchange that grew in the interaction of the students rather than merely originating from the instructor or the school curriculum.

Consequently, data from both the diaries and focus groups indicate that the students developed an awareness of pluriculturalism integrally linked to their plurilingual repertoire. The close link between languages and cultures is apparent in the students’ accounts as well as the notion that pluriculturalism occurs within the same larger culture.

5.1.3 Flexible language and cultural use

The third affordance of plurilingual instruction identified was flexible language and cultural use, with 110 cases. Analyses from both the diary entries and the focus groups reveal that the plurilingual tasks validated and encouraged students’ flexible language and culture use as a pedagogical strategy for language and cultural learning. Flexible plurilingual practices such as code-switching, translanguaging, and intercomprehension were repeatedly mentioned in diary entries, and these are practices that reflect the outcomes of the plurilingual tasks as they explicitly invited students to explore their plurilingual practices. For example, Task 3, Code-switching, required that students reflect on reasons why people code-switch and translanguage as well as real-life examples; Task 5, Idioms in Different Languages, invited students to use translanguaging as a strategy for making meaning among idioms in different languages; and Task 9, Intercomprehension, challenged students to use their prior linguistic knowledge to understand a language of which they presently had limited knowledge. One surprising finding relates to students showing awareness of their ability to use plurilingual practices, even though such practices had not been formally introduced to them prior to taking the EAP program. Translanguaging and code-switching for example, were seen as ordinary and recurrent practices in students’ daily lives, as illustrated below:
The task of today was very interesting because it talked about something that happen to every international student. For instance, with my friends instead of saying “Tengo que hacer un deber” we say “Tengo que hacer un homework.” Therefore, in a lot of situations we mixed our vocabularies (Spanish) with words that we just learned in English because it is easy to say it that way instead of translating it because it is unnecessary among us due to the fact that all of us are having the same experience and we understand each other. Moreover, I have noticed that this tendency also happens in Chinese. (Zuco, Task 3)

Code-switching is one of my favourite tasks because it closely relates to my life. As an international student, I often use code-switching when talk with other Chinese. I use words from English and put them into Chinese sentences. (Colin, Task 3)

Students noted that these are common practices plurilinguals engage in and typically occur among speakers who know the same languages; for example, among the Chinese speakers of English, alternating between both English and Chinese is common. Also, students indicated that mixing languages facilitates communication and can be more effective than using one language only. Similarly, another frequent reason given for mixing languages was that it can improve efficiency in communication:

This task was very interesting because it was so real. As international students, we use our native language when we don’t know how to explain something very difficult in English. It sounds funny, but it helps to communicate better. (Melissa, Task 3)

Besides improving communication, students also noted that translanguaging is helpful for meaning making, which is particularly relevant when learning a new language. The plurilingual tasks allowed students an opportunity to translanguage and learn new linguistic knowledge in academic English, as was the case when learning new idioms:

The task made me found a lot of Taiwanese idioms that I never knew before. I found the idiom that had similar meaning “have a chip on your shoulder” is “欠水怨天公,愛睏怨南風”, in which mean that people always complain about others. My classmates discussed some idioms in Mandarin, Cantonese, Russian and Spanish. It was fun to listen some different language by doing the tasks. (Polardeer, Task 5)
Translanguaging practices in language learning are often, but not only, used in bilingual contexts (Creese & Blackledge, 2010; Gort & Sembiante, 2015; Martínez, Hikida & Durán, 2014; Palmer, Martínez, Mateus & Henderson, 2014; Sayer, 2013; Schwartz & Asli, 2013), and rely on the use of L1 to advance knowledge in an additional language. However, what is quite interesting in the students’ accounts is that they were connecting not only an L1 or L2, but other languages they either knew or learned from their peers:

*I have learned that some idioms are very similar in meaning in Chinese, English and Spanish; one of them was related to the friendship that said if friends don’t argue, they’re not true friends. I liked the activity because I could learn some idioms in English and realized that some of them are also used in my first language. Indeed, I feel good hearing about idioms used by classmates in their first language and teaching them idioms in my language.* (Isabella, Task 5)

A focus on the meaning of idioms across languages was recurrent in the diary entries. Often, students reported translanguaging in class helped them make connections among languages. Thus, the plurilingual tasks afforded opportunities to include students’ languages in classrooms which are traditionally “English-only.” The introduction of the plurilingual tasks validated flexible language use and encouraged students to use translanguaging for meaning making.

Besides translanguaging, intercomprehension, or the ability to understand a language never previously studied by using the entire linguistic repertoire, was another frequent flexible use of language that emerged from the data. Students noticed that even among people who have not formally studied a language, they are able to partially understand a new language:

*I tried to read a paragraph in French. Although all of us did not know French, we can still guess the major meaning of the words because some of them were same or similar to English words. From my perspective, the branches of languages are the same or similar among countries which close in geography so these languages would be similar. And some common used vocabularies wisely spread to other countries due to globalization.* (Michelle, Task 9)

While intercomprehension is commonly used as a strategy among Romance language speakers (Melo-Pfeifer, 2014), it was also a helpful strategy among the Chinese students. Many of them
did not have any prior knowledge of a Romance language but were able to use their English knowledge to understand French. By identifying similarities between English and French, the knowledge of English (which is an L2 for most of the students) facilitated comprehension of French. While intercomprehension was not considered a practice as common as code-switching and translanguage, completing the plurilingual tasks enhanced student awareness of their ability to use this strategy, which is a strategy they had not applied before. Therefore, even among the students who did not speak a Romance language, intercomprehension was possible as English—a student’s L2 was the language used for comprehending a French text:

*I did not know that English came from Latin and German, and I always thought they were totally different. However, now I know that there are so many similarities between English and other languages. What surprised me the most is that I can actually read some French words because of English.* (Esther, Task 9)

Most tasks required students’ use of prior knowledge of languages and cultures and challenged them to advance their own plurilingualism. Students often engaged in role-plays with problem-solving situations in which they needed to make decisions on linguistic and cultural knowledge for effective communication, with a focus on oral and listening skills to be compatible with the ALS course curriculum. In addition, besides using their L1 to learn English, they were encouraged to learn the languages and cultures of their peers and teachers to advance their plurilingual repertoire. In addition to language use, students were often asked to reflect on cultural knowledge. For example, Task 7 raised students’ awareness of language use in pluricultural communication and the need to adapt communications styles. Many of the students reported adapting their language use within the same language according to situation and interlocutors. They also noted that using different communication styles is not necessarily dependent on culture and that every person should be able to flexibly use styles, as rightly summarized by Esther:

*There are all kinds of people in the world with different characteristics, so we cannot usually be a person who only has direct or indirect communication style. We often have a combination of two styles since situation changes and we also change.* (Esther, Task 6)

This flexible use of language is a characteristic that is integral to PPC. After engaging in the plurilingual tasks, many of the students reported feeling comfortable with the notion of flexible
language use. In addition to this flexibility, students noted that behaviours or customs could also be adaptable according to the cultural background of their interlocutors. Some of the students wrote about real-life stories when they adapted their behaviours to better communicate with others. They all expressed this ability in a natural and positive light, which relates well with PPC:

*For this task, we talked about our story with people from different cultural background. For example, Brazilians are always friendly and they have to hug and kiss people for greeting them, but in China we do not usually do this. So when I first met friends from Brazil, I was a little surprised but when I understood the differences among cultures, I got used to it and also hug and kiss them back, which I think is a really good way to be real friends with people from different cultures. (Crystal, Task 8)*

Rather than keeping their cultural tradition intact and refraining from adopting customs from different cultural backgrounds, students reported a willingness to embrace another culture as a sign of respect and friendship. In addition to the flexible use of language and culture, choosing what language or dialect to use when communicating with others is an important consideration, especially given that all of the students had two or more languages in their repertoire. Thus, exercising agency and flexibility concerning which languages to use was often reported in their diaries:

*This activity was helpful to understand how people who speak more than one language usually switch the language according the circumstances and the individuals that he or she is talking to. I learned to differentiate when my classmates usually switch from one language to another depending on the context. For instance, when you eat in a Chinese restaurant that has the menu in Chinese, it’s better if a Chinese person orders the food in Chinese. In my view, it was one of the most interesting activities because I really enjoyed making a dialogue which combined phrases in our first languages. It was funny to hear my classmates talking in their own language and being able of doing the same in my language. I felt interested on the activity and I liked to use more than one language in a conversation. (Isabella, Task 3)*

The diary data provides ample evidence that plurilingual tasks validated EAP students’ flexible language and cultural use, including code-switching, translanguaging, intercomprehension, and adaptations to cultural behaviours and customs, all considered common practices among
students. Data from the focus group confirmed that flexibility of language and cultural use was afforded through the plurilingual tasks. When asked how the EAP program helped students recognize languages and cultures students knew, they often mentioned the plurilingual tasks:

_We did group discussion such as code-switching and we learned a lot about language in that discussion._ (Focus Group 2, 00:15:18.13)

Some students also reported that the knowledge about flexible language and cultural use learned in class could be transferred to real-life situations, as illustrated below:

_Uh, so I think the most important to know other cultures is to like if I meet people from other countries, I can know how to respect them like if others may feel like you’re rude or unrespect them but if you know something about their culture, you can follow their tradition and to be respect._ (Focus Group 1, 00:37:08.24)

Openness to learn about other cultures indicates flexibility. Some students discussed situations in which they might need to negotiate their cultural behaviours depending on with whom they interact. For example, two students discussed the following:

_Student 1:_ _So, one of our classmates is a girl from Ecuador so she shares her own experiences that one time when a Chinese boy did her a favour and helped her enter the residence, she face kissed that boy so [everyone laughs] yeah, but the boy felt very embarrassed [laughs] so in that case I learned that face-kissing in Ecuador is a polite movement but in China it’s totally different. So, maybe next time the Ecuador girl face-kiss, I will explain to her not to make the situation so embarrassing [laughs]._

_Student 2:_ _Or he should kiss her [laughs]._ (Focus Group 2, 00:29:02.06)

Negotiating behaviours in intercultural encounters is a flexible ability among plurilinguals and the plurilingual tasks gave rise to awareness of this ability. Another interesting finding was that the students did not only engage in translanguaging during the completion of the tasks but also during the data collection process. For example, during the focus groups, the students engaged in translanguaging for meaning making, and most particularly the Chinese students. As each focus group had only one student whose L1 was not Chinese, translanguaging was not observed among the non-Chinese students, a result that was expected since there were no other students with
whom they could translanguaging. Translanguaging typically occurred when I asked a question and students needed to confirm they had understood the message. This strategy helped them make meaning from one language to another. After talking among themselves in Chinese, they provided their answer in English, which was the language shared by everyone in the room. Translanguaging took a limited time in the discussion and students showed awareness of switching to English for the purposes of inclusion; thus, the switch to English happened quickly.

Code-switching also occurred, mainly when the topic of discussion triggered a word or a short passage in another language. For example, one student talked about his experiences learning languages and when he wanted to explain that Manchu, a heritage language that he spoke with his grandfather, was from a Chinese dynasty; he named the dynasty in Chinese first and later explained it in English.

In summary, data from both the diary and focus groups indicate that the plurilingual tasks afforded opportunities to validate flexible language and cultural use, including direct and indirect styles and other languages. The plurilingual tasks allowed students to use code-switching, translanguaging, intercomprehension, and cross-cultural comparisons, which were used pedagogically to facilitate learning. In addition, students’ accounts of flexible use of cultural knowledge, particularly in intercultural encounters, show flexibility in terms of behaviours and customs.

5.1.4 Additional language and cultural learning

The fourth affordance of plurilingual instruction identified was additional language and cultural learning, with 80 cases. Analyses from both the diary entries and focus groups reveal that the students learned about additional languages and cultures during the plurilingual tasks. By completing the tasks, students were given opportunities to learn words and expressions in other languages, dialects, and cultures from their peers, instructors, and from the tasks themselves. For example, in Task 4 students engaged in a listening activity which required them to listen to 31 ways of saying “thank you” in a different language. The main goal of this task was to introduce a few words in other languages to students and get them to use phonological awareness to try and understand other languages. Also, students engaged in a role-play that required the use of “thank you” in another language. While teaching other languages was not a primary goal of the tasks, some students explained they provided a “taste” of other languages:
This task helped me know about different ways of saying “Thank you” in different languages which is very interesting and attractive to me. I think this task is very interesting and helpful because it gave me a taste of different languages and I will be able to say “Thank you” in different languages in the university. (Alex, Task 4)

Students’ accounts revealed a willingness to apply the knowledge gained of other languages during the tasks to communications that occur outside of the class: some students wrote that they can use words from other languages learned in class when they travel or meet people from different linguistic backgrounds. Learning a few words in other languages is integral to PPC and many students, while not necessarily previously being aware of this competence, indicated being aware of it in their diary entries. In addition, many students wrote positive accounts about Task 4; for example, they were motivated to hear different languages and recognize some of them and were also enthusiastic to learn new words in different languages. Some students wrote that learning new words in other languages added to their repertoire, as metaphorically noted below:

*I think this task really broadens my horizon.* (Nick, Task 4)

Other students expressed satisfaction in completing Task 4, as they felt smart because they were able to understand some words that other students did not. They were also pleasantly surprised to realize they knew other languages that they thought they did not. For example, many of the students who spoke Chinese were also able to understand “thank you” in Cantonese, Korean and Japanese. One Turkish-speaking student was able to identify that “thank you” in Turkish and French are spelled the same way, with a slight difference in pronunciation. Overall, students expressed satisfaction when understanding their own L1 and other additional languages, as rightly expressed by Luishino, a speaker of Spanish as an L1:

*I love this task. Speaking in another language made me feel so smart no matter if I am not (jaja). It was really interesting to know from other languages and understand other people say thank you in other languages, especially in Spanish. I’ve learned some words in Chinese and in other languages such as Russian.* (Luishino, Task 4)

Other students wrote that they made an extra effort to remember words of languages spoken by their peers. Saying “thank you” or “hello” in the L1 of their peers motivated students to learn these languages. While 84.5% of the student population in this study was from China, there was
at least one student in each class from a different linguistic background. One student who is a
speaker of Spanish as an L1 wrote:

\[
\text{I learned how to say "thank you" in 3 languages, but I specially memorized the}
\text{pronunciation in Chinese and Russian language because of my classmates (xièxiè &}
\text{spasibo). I felt excited of learning one word in different languages. (Isabela, Task 4)}
\]

The languages of their peers were typically the ones students expressed willingness to learn.
While Task 4 explicitly engaged students to reflect on, and possibly learn words in other
languages, other tasks engaged students in learning a few words, but less explicitly. For example,
during discussions and role-play scenarios, many students reported learning a few words in
languages spoken by their peers as well as knowledge of other cultures. Through sharing
information in group discussions, students learned a few words in other languages:

\[
\text{This task helps me to know some basic expression in other languages. For example,}
\text{Japanese and Korean. My colleagues said many words in other languages, and they}
\text{discussed during the class. I like this task, because from the discussion, I learned some}
\text{Korean, Japanese and Turkish words during the class. (Andy, Task 3)}
\]

One interesting observation was that students often expressed satisfaction for teaching their peers
about their languages. They expressed feeling proud of being able to teach their L1s, and
sometimes an additional language, especially given that the instructors were typically not fluent
speakers of their languages:

\[
\text{It feels good to teach other people the language that I can speak. When I see the doubt in}
\text{their eyes, I really like to teach more and help them understand my language more.}
\text{(Aaron, Task 5)}
\]

The plurilingual tasks often placed students in the role of the instructor, which in turn, placed the
instructor in the role of the student. This role inversion occurred when discussions included both
linguistic and cultural diversity. Typically, the plurilingual tasks engaged students in comparing
languages and cultures, which contributed to cultural learning as well, particularly from their peers:
When we meet people from other countries that have different cultural background we would be influenced by their culture and we also share our own culture. Actually, during the task and communicating with people of different groups, we learn their language, history and custom of them. We also give our thoughts and ideas to them. In the end, we both be influenced by others and changed our mind a little bit. (Hanzo, Task 8)

Learning from other cultures and a willingness to be “influenced” by them was often seen as a positive aspect. Many of the students wrote that learning about the cultures of their peers helped them be more open-minded and accepting of new ideas. Even among students who were from the same country, learning about other dialects and cultural diversity was often reported:

When we were talking about the culture and dialects in groups, I learnt that neighbouring cities and provinces always share similarities in the pronunciation of dialect. Moreover, we taught each other some simple words such as hello in different dialects. (KK, Task 2)

This task helps me to know the culture background of my classmates, like their bloodline. Meanwhile, I got to know their special culture like dialects and certain living habits. I like this task because I can learn a lot of knowledge of different culture. (Amber, Task 1)

What is interesting in these two accounts is that the two students, who are from China, found value in learning about dialects and different cultural habits in their own country. As previously observed, this is an important result as it shows that plurilingual tasks can be effective for classes with students from the same countries, which is common in EFL contexts.

Similar results for language and cultural learning were found in analyses of the focus group data, particularly when students were asked about classroom activities that helped them learn languages and cultures of their classmates. One student summarized the plurilingual tasks well:

I think the tasks about the research activities like we did a role-play uh and each group had one member from the other culture so uh the person is going to teach us a few words from their culture and we’re going to teach that person some culture from our own country also and like throughout the role-play I learned some Korean words and also like
he teaches us some story we don’t know that happened in Korea. (Focus Group 1, 00:30:44.17)

This account confirms that students were often in the role of the instructor, teaching each other their languages and cultures. Similar to their diary entries, through comparing languages and cultures, students learned not only about their peers’ cultures but could enhance their understanding of their own cultures:

I think like the activity about discussing the differences actually can help us to understand like the cultures and languages of everybody, ’cause when we realize the differences between other language and culture in this process you’re learning something from your own culture. (Focus Group 2, 00:35:37.00)

This section shows results from both the diary entries and the focus groups, which indicate that plurilingual tasks enhance additional language and cultural learning. By engaging in discussions, role-play activities and comparisons across languages and cultures, the students gained knowledge of additional languages that they had not previously studied, even if this was partial knowledge such as a word or an expression. In addition, learning habits and behaviours from their peers’ cultural background enhanced their pluricultural knowledge.

5.1.5 Awareness of societal multilingualism and multiculturalism

The fifth affordance of plurilingual instruction identified was awareness of societal multilingual and multicultural landscapes, with 64 cases. Diary entries and focus group data provide evidence of this awareness both at the local and national levels. Some tasks provided students with opportunities to reflect on multilingualism in the university, the city of Toronto, and Canada. In Task 1, for example, students discussed languages spoken by their colleagues and professors, languages heard on the streets of Toronto, and languages in Canada. They were also presented with data from Statistics Canada that stated the languages of the country, including immigrant and indigenous languages. One main result was that the tasks allowed students to realize that Toronto is a multilingual city. This realization was a surprise to many students, as illustrated below:
There are more than 50% people whose native language is not English or French in Toronto. That data really shocked me. That means I don’t need to be uncomfortable of speaking English because I’m not the “minority” (Ting, Task 1)

The realization that Toronto has a high number of non-native speakers of English afforded students, who were also non-native speakers of English, more comfort in speaking English as they are not a minority in the city. For some students, speaking English with a native speaker is a source of fear and the fact that multilingualism is inherent in the Canadian landscape made them feel more comfortable, given that interactions in English can also occur among non-native English speakers. Another interesting finding refers to the recognition of students’ L1 as part of the Canadian multilingual landscape. When learning about the languages most spoken in Canada, many students identified their own L1s as part of the country’s multilingual landscape, which had a positive effect on the comfort levels of students:

This task made me aware that there are over 200 languages being spoken in Canada. Also, I learned that Cantonese is spoken by a big percentage of people in Canada and especially Toronto. As a Cantonese speaker, I found that very comfortable living in Toronto. (Alex, Task 1)

Because the plurilingual tasks often engaged students in sharing their languages and cultures with their peers in class, the students learned that multilingualism could also be seen as localized, that is, students could look into multilingualism in their own classroom. Some students were unaware of the languages and dialects spoken in their class until they completed the plurilingual tasks and were startled when they learned about the number of dialects spoken by their peers:

I have been in the same class with these students for such a long time and I didn’t know that China has totally different dialects from province to province. This task was really useful for communicating and learning my group mates interesting interests and abilities. I am really happy, I wish we will have more tasks like this one. (Sunshine, Task 1)

Besides the classroom, many students reflected on languages spoken by other people in the university. They observed that some of their professors were not originally from Canada and also spoke other languages, which enhanced the multilingual landscape of the university. Some of the
students pointed out that after finishing their EAP program, they would take classes with students from the wider community who might speak the indigenous languages of Canada:

This task makes me aware of there are many students in the university speaks unfamiliar languages and indigenous languages as well. (Chihiro, Task 1)

For many students, particularly the ones from China, learning about indigenous languages and the process of colonization in Canada was novel. For students from Ecuador, however, connections between the process of colonization in Canada and Ecuador were made and similarities were drawn. The curriculum of the EAP program included lessons about Residential Schools, where students learned the detrimental effects on language and culture among indigenous peoples. Awareness of both immigrant and indigenous languages in the country was, therefore, an interesting result, especially considering that all of the students had been living in Canada for at least six months prior to the data collection.

Besides Canada’s multilingualism, the plurilingual tasks enhanced the students’ awareness of the country’s multiculturalism. Many students expressed that before their arrival in Canada, they read about Canadian culture; however, they were unaware that Canadian culture was so diverse:

This task helps me realize that I live in a multicultural society everyday which I did not have a very strong sense to notice before. (Momo, Task 1)

Once again, what is interesting here is that students had been living in Toronto for at least six months prior to the data collection, yet it was only after the plurilingual tasks were implemented that they became aware of Canada’s multiculturalism. Having realized that, students expressed the need to learn about other cultures—not only mainstream Canadian culture—in order to communicate with people from diverse cultural backgrounds in Canada.

Since Toronto is a multicultural city, it is important to learn about other cultures. We not only make friends with people from our countries. When meeting somebody from other countries for the first time, we need to learn and teach others different ways of greetings. (Esther, Task 8)

Students developed an understanding of the importance of learning about other cultures and languages, even if this is limited to learning to greet someone in another language. Obviously,
the goal of the EAP program was not to prepare students to develop proficiency in multiple languages, but through the plurilingual tasks, the program encouraged them to be open to learn more languages and cultures.

Similar comments about multilingualism and multiculturalism were made during the focus groups. While the focus group questions were open-ended, mainly asking students about the EAP program in general, some of the students indicated the plurilingual tasks helped enhance their awareness of the multilingual and multicultural landscape in Canada. They also made important connections between the overall topics learned during the EAP program and the plurilingual tasks.

*In our class, we talked about First Nations and languages and I think I didn’t have such experience of it. And the Canadian government has directly expressed their faults towards First Nations. This is a disadvantage.* (Focus Group 1, 00:46:30.12)

The plurilingual tasks focused on both language and culture, including indigenous languages, but topics such as Residential Schools were discussed during other tasks that covered the curriculum of the EAP program. This excerpt shows, how these connections were made, without the students explicitly noticing which tasks were plurilingual and which were not. This is an important result, particularly from a pedagogical standpoint, as it indicates that the plurilingual tasks can be merged with other language tasks in language programs. Other topics included racism and discrimination against indigenous and Black communities as part of societal structures, mainly due to colonization, which is embedded in Canadian multiculturalism:

*We learned some topic about racism, actually I think this is part of the culture and also, we learn the history or colonization about different culture that has suffered many events, like, I think it gives you a chance to know other cultures through the learning the history and some problems that exist in the society.* (Focus Group 2, 00:16:30.13)

Students made important observations about racial issues that are ingrained in Canada’s multiculturalism. Tensions such as the ones between immigrant groups and Canadian-born residents, frequent carding among Black residents in Toronto, and the lack of rights among indigenous people were discussed. Thus, beyond multiculturalism, the plurilingual tasks also provided opportunities for students to critically reflect on social issues.
In short, data from both the diary entries and focus groups indicate that students developed awareness of Canada’s multilingualism and multiculturalism. Students also identified diversity in languages and cultures in their classrooms, in the university, in Toronto, and in Canada.

5.1.6 Empathy

The sixth affordance of plurilingual instruction identified was empathy, with 51 cases. Analyses from both the diary entries and focus groups reflect that students reported an enhanced level of empathy after taking part in the plurilingual tasks. Many students expressed the need to understand and respect others, particularly in communications with people from different linguistic and cultural backgrounds:

*Majority of my classmates are Chinese and there are only two peers from Russia and Ecuador. It is easy to communicate and get along with Chinese since we speak same language and share the same cultural background. However, when I talk with my Russian and Ecuadorian peers, I am aware of the way I talk and my behaviour because different country has different culture. I need to respect their culture and their way of thinking. I think this task is very helpful. I never consider topics that related to culture and language before, but this task bring my attention about those potential that exist in my life that I did not think before.* (Momo, Task 1)

The results concerning this affordance show that the plurilingual tasks helped students understand the role of empathy in intercultural encounters. Here, it is interesting to note that while students had been studying with others as a cohort for four months, it was only after taking part in the plurilingual tasks that they understood the role of empathy in pluricultural communication. Similarly, other students noted that respect toward other viewpoints when communicating is a key feature of pluricultural communication, even when opinions are divergent. In addition, students reported that learning about their peers’ cultural backgrounds helped them both empathize with their peers’ views and be less judgemental:

*I think it is important to learn different culture background because you could understand from another culture. For example, if you have a disagreement with people who have a different culture, if you can learn about their culture, you may understand why they think that way and have a better conversation with them.* (Nick, Task 8)
The notion of having a pleasant interaction when communicating with others was recurrent in the diaries and it was often linked to empathy. Students argued that communication among people from different cultural backgrounds can be successful when cultural understandings take place among interlocutors. This is an interesting result as it is directly related to PPC, and the entries indicate that students acquired this competence through the completion of the tasks. Besides the cultural dimension, language was also considered important when establishing empathy. Given that the plurilingual tasks invited students to learn a few words and expressions in the languages of their peers as well as other languages, they enhanced the students’ understanding of the relationship between language use and emotions. Task 4, in particular, required that students learn how to say thank you in different languages and encouraged them to use a few words in the language(s) of the people with whom they were communicating. This task gave students an opportunity to develop an awareness that using the L1 of their interlocutors can contribute to positive emotions, as summarized below:

*If someone knows a little about your language and he/she use a word in your language to greet/communicate with you, you can feel his/her kindness and respect to you and your culture. This can deliver much kindness.* (Ruby, Task 4)

Additionally, students engaged in a plurilingual task which required others to use their L1 during a classroom role-play of a real-life scenario. Through the completion of this task, they developed awareness of the value of using other languages when communicating, even if it is a simple greeting. For some students, people feel respected and validated when their L1 is being used in a communicative exchange. Other students argued that the plurilingual tasks opened up possibilities to learn words in new languages, and allowed students to see beyond differences:

*Knowing how to say “thank you” in other languages makes me try hard and feel the desire to learn more about the world because outside our site of comfort we have new people, a new world to discover in each new language that is useful for ourselves due to the fact that we are going to see toward the differences and attitudes to a state in which you don’t see the other person as different, but as part of you.* (Zuco, Task 4)

Recognizing similarities among languages and cultures indicate an empathetic orientation toward seeing others as equals. The plurilingual tasks offered ample opportunities for students to analyze differences and similarities among people from different cultural backgrounds and their
languages, which contributed to students putting themselves in someone else’s shoes and subsequently concluding that despite differences, individuals share several similarities. Other students mentioned that they learned to accept differences through the completion of the plurilingual tasks and came to the realization that inappropriate linguistic and cultural practices can be embarrassing:

>This task helps me understand how to accept the differences, think things from their culture perspectives which can reduce embarrassing things. (Sheila, Task 7)

Similar feelings were expressed during the focus groups. Some students pointed out that during the completion of the plurilingual tasks, they were given an opportunity to talk about negative feelings caused by inappropriate language practices. One Chinese student, for example, explained to an Ecuadorian student that it is disrespectful to use word “Chino” to represent Chinese people:

>Uh, like uh one Ecuadorian boy in our classroom like he always talks with us and learns a lot of words from us and once he learned that in Spanish they call Chinese people as Chino, that’s what they usually call us but we once told him try not to use the Spanish word because in China when we hear Chino it’s not a very positive word and also sometimes he uses impressions like put his hands around his eyes to do like to show it’s Chinese and we also told him that this is not really polite for us. He feels really bad for doing that and he will not do it again in the future. (Focus Group 2, 00:25:57.02)

Clearly, students were afforded opportunities to exercise their agency and express their feelings related to certain linguistic and cultural practices. In this account, the Ecuadorian student was unaware that both the word Chino and the gestures used to indicate slanted eyes were derogatory toward Chinese people. When the Chinese student explained how he felt, however, the Ecuadorian student put himself in the Chinese student’s shoes and showed empathy. Had discussions like these not happened in the classroom, the Ecuadorian student would not have been given the opportunity to learn about this important dimension of language use. The plurilingual tasks, therefore, offered this invaluable opportunity, as concisely summarized by another student from one of the focus groups:
I think the most important to know about other cultures is to like if we meet people from other countries, I can know how to respect them in like if there is some custom in your culture but not in the other, others may feel like you’re rude or unrespect to them but if you know about the culture you can like follow their tradition and to be respect. (Focus Group 1, 00:37:08.24)

The analysis of the diaries and focus groups indicate that the plurilingual tasks encouraged students to engage insightful dialogue, role-play real-life scenarios, and reflect on their own and others’ experiences, all of which could contribute to the development of empathy toward others, particularly with individuals from different linguistic and cultural backgrounds. These results provide evidence to suggest that empathy is developed through the use of plurilingual tasks in language classrooms, and possibly in other educational contexts.

5.1.7 English language learning

The seventh affordance of plurilingual instruction identified was English language learning, with 51 cases. Analyses from both the diary entries and focus groups indicate that the plurilingual tasks provided students with opportunities to learn the English language, which was the target language of instruction, while making comparisons to other languages. Two tasks in particular, focused on teaching English vocabulary from a plurilingual framework, such as idioms (Task 5) and discourse markers (Task 7). While the monolingual tasks had the same focus, the plurilingual tasks engaged students in learning new language items by making comparisons with other languages as well as analyzing how linguistic items are used in other languages. For example, many students reported similarities between English idioms and idioms in other languages, which contributed to an understanding that idioms exist in many languages and some are similar across languages. It is not uncommon for students of English as an additional language to find idioms in English a daunting task, especially because of the high number of existing idioms. Typically, students learn idioms by memorizing techniques and trying to use them in sentences. The plurilingual tasks required a different strategy as they encouraged awareness that idioms can have similar meanings across languages and are frequently used in daily speech. One interesting observation was that students indicated that learning English idioms can make their speaking skills more interesting, as suggested below:
I learned many idioms from today’s lecture. I think I will use the English idiom “call it a day” more often. Most idioms are easy to explain in my first language because there always have a similar idioms in my first language. The idioms shows the attractive part of the language, which there always have another meaning behind the words. I realized that we use idiom in English could make the English speaking more interesting. (Mavis, Task 5)

Despite similarities across languages, another interesting finding is that the plurilingual tasks enhanced awareness of differences across languages, particularly in terms of language use. For example, many students reported that while discourse markers in English are often used in both spoken and written language, in Chinese, discourse markers are not used as often as in English. In addition, students observed that discourse markers can make English speech sound organized and have a logical flow; therefore, students concluded that when speaking English, discourse markers need to be used more often than when speaking in Chinese:

This task helps me to be aware of the importance of transition words. In Canadian culture, people are used to using transition words during the conversation to make idea logical. I think this task is very helpful because in China, the transition words are very different from Canadian culture. This task is helpful for both my speaking and writing. It can help me speak and write more logical. (Andy, Task 7)

The plurilingual tasks afforded heightened awareness about English language learning and use through a comparison across languages, which may not have been the case with the monolingual tasks. In addition, the fact that plurilingual tasks also increased awareness of Canada’s multilingual landscape, as previously indicated, where students realized that because English is spoken by many non-native speakers, pursuing native-likeness in spoken English does not have to be a main goal, as suggested below:

After this tutorial, I shouldn’t be afraid of speaking English because I used to think I will be in division because of my poor grammar and pronunciation. I thought everyone’s English are pure and fluent until I know not all Canadians can speak English fluently and purely. I needn’t be shy about speaking English (Fick, Task 2)
It could be that with the previous assumption that everyone in Canada speaks English fluently, students felt anxious to speak English. After engaging in the plurilingual tasks, however, they gained knowledge that residents of Canada may have different proficiency levels, accents, and use language in distinct ways, which enhanced students’ comfort levels for speaking English. As well, with the plurilingual tasks, students gained understandings that English is not “pure” in the sense that it has not been influenced by other languages. Through the plurilingual tasks, they also learned that English is a mix of other languages, rather than being pure:

*In this task, it is so surprising to know that English language is constructed by so many other languages. For example, the “tofu” is from Chinese and “kung fu” as well. I think this task is very interesting that we can gain the knowledge about the English language.*

(Sophie, Task 7)

Several students indicated learning about the English language after completing the plurilingual tasks. This is an important result as these tasks can contribute to awareness that many words used in English in fact have different origins. Furthermore, students noted that communication in a multilingual and multicultural setting is unlikely to be “pure,” and being open to learn about different English dialects and different pronunciations is essential for communication. One student rightly noted:

*I think pluricultural communication is vital to me because I chat in English with people from different cultural backgrounds.* (Tina, Task 7)

Thus, being open to learning varieties of English is key in pluricultural communication. During the focus groups, students had similar reactions about the plurilingual tasks. When asked how activities in the EAP program might help students communicate with others in real-life situations, they mostly reported that the plurilingual tasks were helpful for learning English, as illustrated below:

*There’s one task, indirect and direct speaking, so I think maybe in real life, we may realize different people have different ways of uh talking and they may express their opinions uh very strict or maybe they are uh more indirect so the knowledge I learned helped me contribute speaking English in real life.* (Focus Group 1, 00:38:43.02)
The tasks encouraged students to deeply reflect on direct and indirect use of the English language, which helped them be prepared to communicate in English with people from different backgrounds. Other plurilingual tasks that were explicitly argued to be useful for English language learning were the ones about idioms (Task 5) and pluricultural communication (Task 7). Students also referred to tasks that could be plurilingual, although not explicitly. For example:

*I think the activities have been really useful because we have uh communication skills that are going to be useful in our day to day life. For example, we have many group work and I learned to interact with people from other cultures, like it’s important for your social life, too, so you can talk with them and be more active in that conversation, for example.* (Focus Group 2, 00:42:29.18)

The plurilingual tasks helped students realize that communicating in English with people from different cultural backgrounds demands certain flexibility and adaptation. Students also learned about plurilingual communication while performing the plurilingual tasks and noted such knowledge could be transferred to other tasks in the EAP program and real-life situations.

Overall, data from both the diary entries and focus groups suggest that plurilingual tasks afforded opportunities for students to learn about the English language, and particularly vocabulary and communication styles. These results are important as they suggest that plurilingual instruction is not only about learning other languages and cultures, but also affords unique opportunities to learn English, which was the target language in this study.

### 5.1.8 Relatability

The eighth affordance of plurilingual instruction identified was relatability, with 36 cases. Analyses from both the diary entries and focus groups indicate that the plurilingual tasks afforded the development and realization of close connections with others through engaging in plurilingual practices. During the tasks, students engaged in plurilingual practices such as translanguaging, code-switching, intercomprehension and using a few words and expressions in the language of their interlocutor, which contributed to an increase in levels of relatability among students. Switching languages was particularly argued to enhance connections between people and enhance friendship:
I think the most significant benefits of code-switching that I learned are communicating more effectively and building connections with others. First, when we talk to someone who can speak same languages, adding code-switching is quite natural since it can help us understand each other quickly. Furthermore, using code-switching can be humorous, which is essential for building connections with others. Through code-switching, people can feel closer to others because of jokes and feelings of familiarity. Strangers might become friends, and friends might remember these moments as their lovely time to make their life more colourful. (Esther, Task 3)

Completing the code-switching task afforded opportunities to recognize that the use of shared languages in conversation can bring people together and start a friendly relationship. In addition, these results indicate that code-switching experiences can become memorable, which validates the affective relevance of plurilingual practices. Similarly, students also noted that code-switching can establish “a sense of belonging” and “close connections with others because some words/expressions have not translation equivalent” (Amber and Tina respectively, Task 4). These results show that using shared languages of interlocutors has benefits that go beyond cognition: it has positive effects on students’ affective factor. It is important to note that the proficiency level when using two or more languages in conversation is dependent on the speaker and code-switching can occur even if a speaker has partial competence or even know only a few words or expressions. In this way, students also recognized this partial competence and still maintained the benefits of code-switching for establishing relations with others:

I learned so many different languages such as Korean, Russian and Cantonese. As I used a few sentences in other language, I usually spoke to the native speaker in some way to show off that I knew their language. It is not systematically learning process, just a few words or sentences, but still the communication between languages without English is so comfortable, it gave me the feeling of closer relationship which English can’t give. (Wei, Task 1)

Interestingly, students’ accounts show that the notion of using English as a lingua franca among speakers of other languages do not have the same positive impact as speaking in the languages of the interlocutors. When English is not the interlocutors’ native language and is mainly used as a lingua franca, it may not contribute to a close relationship with others as much as using the
interlocutors’ L1. For students, speaking the language of their interlocutors represents going beyond willingness to communicate to willingness to connect. When completing Task 4, for example, students engaged in learning how to say “thank you” in several languages and role-played a scenario using both English and the language of their interlocutor. This task contributed to the realization that the gap between people can be smaller if their L1s are used in oral interactions, as explained below:

*This task was really fun, I like it so much because it was including little audio, little images and also talking and making connections with my friends. This task reminded me of so many words from other languages. Learning words from other languages like Korean made a bridge between me and my Korean friend after doing this task.* (Sunshine, Task 4)

Diary data indicates that even if only one single word in another language is used, a closer connection can be established among speakers; in the excerpt above for example, Sunshine, a speaker of Turkish as an L1, was pleased to use one Korean word with her colleague and noted the affective benefit. Other Chinese students argued that hearing a simple “thank you” in their L1 from a non-native speaker of Chinese increased connection levels, having a positive effect on the listener:

*For me, if a non-Chinese person says “thank you” in Chinese, I would be surprised and also I would say that saying words in Chinese helps ease conversations and I would feel closer with the non-Chinese person.* (Momo, Task 4)

Once again, results show that engaging in plurilingual practices such as using one word in the language of the interlocutor positively impacts relatability, improves the relationship between speakers, and creates a bond between them. In addition, students’ reports show that this phenomenon is a two-way benefit, positively affecting both the speaker and the listener:

*Now I could say “thank you” in various ways. It is really excited to say “gracias” to my Spanish classmate. She became happy and feel closer to me when I said some Spanish words. Furthermore, I really enjoyed the feeling that all people began to learn some new languages together.* (Cinderella, Task 4)
Besides having a positive feeling for using their colleague’s L1, a similar feeling occurred when students and their colleagues started learning languages other than English together. It could be that the process of learning unfamiliar languages took students out of their comfort zone and contributed to feelings of connectedness as they were experiencing the process of new language learning together. During the focus group, students also pointed out that the plurilingual tasks offered them opportunities to connect with others:

*I liked the tasks in the Academic Speaking and Listening course, too. In this class, we were divided into some small groups and we have a chance to talk and usually share our personal experience so I can connect with others’ cultures and their experiences.* (Focus Group 1, 00:31:59.07)

The fact that interactions during the plurilingual tasks were primarily done in small groups, students were allowed time to discuss and reflect about language and cultural practices, compare similarities or differences, evidently leading to the development of relatability with their peers. A similar comment was made by another student, who also noted that the small group discussions during the tasks afforded the opportunity to talk to students from other races, connect with them, and possibly be open to have friendships with others from the same race in the future.

*We did small group discussions so we created close relationship with other races. And next time I meet a Russian people, I will think that we can make friends.* (Focus Group 2, 00:29:22.07)

While this comment may seem obvious among people who live in multicultural societies, which is the case of Canada, interracial friendships can be a novelty for students who are originally from countries with less racial diversity, such as China. Thus, the plurilingual task enhanced awareness that Chinese students can also relate with others from different racial backgrounds.

In brief, results from analyses from both the diary and focus group show that the plurilingual tasks afforded opportunities to engage in small group discussions of plurilingual and pluricultural practices, learned words and expressions in the additional languages, including the L1 of their peers, and explored topics through different cultural viewpoints. These are important results as they indicate that relatability can be established through the completion of plurilingual tasks, and potentially keep these connections open for future encounters with others.
5.1.9 Critical thinking

The ninth affordance of plurilingual instruction identified was critical thinking, with 35 cases. Analyses from both the diary entries and focus groups indicate that the plurilingual tasks afforded a critical examination of issues, which contributed to opinion formation based on empirical data. During the tasks, students engaged in plurilingual practices that required discussions about language and culture from different linguistic and cultural traditions, analyses of statistical data and historical facts, as well as examples of lived experiences shared by students. These discussions contributed to the development of criticality. For example, some of the analyses were related to language extinction due to colonialism and the need of revitalization of indigenous languages in Canada:

*In contemporary society, the human race is advancing at an unprecedented rate in a multitude of arenas. Since the advent of modern society, the quality of human’s lives has been greatly enhanced. However, accompanying all the boons brought by the profound social changes have come sufferings; and language of Canadian First Nations is very prominent among them. In this day and age, it is standard practice for Canadian to speak English and French, but there is a problem. There were more than 100 languages spoken by Canadian First Nations 200 years ago. Nearly all of the First Nation’s language are oral. So maybe after some generations, the indigenous languages may die out. Such a grave situation merits our careful attention.* (Ting, Task 1)

Being aware of some historical facts related to language and culture in Canada, such as the atrocities involving indigenous populations that occurred in Residential Schools, contributed to students analyzing the racial, linguistic and cultural discrimination against indigenous peoples. Knowing that recent Canadian government policies have put forth initiatives to enhance and revitalize indigenous languages in Canada (see Truth and Reconciliation Commission of Canada, 2015), students engaged in a reflection of language policies in other countries. With the Chinese government mandating that Mandarin be the national language, many Chinese dialects became extinct:

*In the whole China, there were many different versions of Mandarin. However, after the government promote Mandarin, some of the versions (dialects) are missing and no longer*
exist. Promoting Mandarin can make communication easily and conveniently but it also hurt the diversity of language. (Quan, Task 1)

The plurilingual tasks provided opportunities for analyses of both sides of an issue, which subsequently enabled students to form their own opinions. For example, another reflection on colonialism, somewhat different from the colonialism history in Canada, refers to colonialism from the media on non-English speaking countries. Some of the students argued that China has been bombarded by cultural influences from America, Europe, Japan and Korea, which directly influenced Chinese culture. For example, while some Chinese female students expressed their love for Korean language because of Korean drama and pop music, others pointed out that the interest in Korean language is due to colonial influences:

According to this lecture, I found many females colleagues are interested in Korean because of Korean idols. I think this is a kind of cultural colonialism from Korea.

(Christian, Task 2)

Cultural colonialism and globalization were not only seen as having negative effects. Reflections after completing the plurilingual tasks indicate that some students noted the ease of access to the Internet, other media such as movies and TV, and travel, as opening up possibilities to learning about other languages and cultures:

Globalization is the hottest topic for all around the world. Because of global communication, we can experience different culture without going to that place. And local uses a global way to promote their culture. English represents the global communication, people all understand a little bit English even if their first language is not English. Moreover, other languages have promoted through globalization. For example, besides Mandarin and English, I can speak a little Korean and Japanese.

(Sheila, Task 4)

This is an interesting result as students critically analyzed the benefits of globalization on learning languages other than English. Accepting the influence of other languages and cultures may have negative effects but can also contribute to plurilingual and pluricultural identities. For example, some students argued that through the discussions during the plurilingual tasks, they realized that many cultures have positive and negative aspects and concluded that people do not
have to be monocultural; in fact, the students noted that pluriculturality, in the sense that adopting aspects of different cultures, is acceptable and valued:

Learning about other culture can make me reflect on my own culture and think about the parts that are not desirable. (Vicky, Task 1)

Before engaging in plurilingual tasks, some students were unaware of the connections between language and culture, that is, that both influence one another in several ways: concepts, communication styles, and behaviours, among others. It was only after completing the plurilingual tasks that they realized the importance of the link between language and culture, as briefly summarized below:

I realized a significance between languages and cultures from this task, which is speaking new language is able to access new culture and I think it is a way to expand one’s horizon. (Michelle, Task 2)

As the plurilingual tasks engaged students in critical discussions about the influence of language on culture and vice-versa, they also noted that communication styles are often influenced by culture. Therefore, looking at language and culture from different perspectives helped the development of critical thinking. Similar results were found in the analysis of focus groups, which reveal that the plurilingual tasks enhanced critical thinking on several topics such as language policies, racism, language use, and linguistic and cultural discrimination, in Canada and other countries. One Chinese student made an interesting observation about political tensions between China and Taiwan and admitted that after a discussion during a plurilingual task, his opinion changed:

Because China culture is very diverse and we think we understand Chinese culture but actually we don’t. In our section, there’s a girl from Taiwan so I think maybe in mainland China people think of Taiwan is part of China, because we accept this knowledge from the textbook, but maybe in Taiwan it’s like different because of some political problems. So, we talked to her and we realized that maybe next time we talk to people who are from Taiwan we will realize and try to pay attention to not bother them. (Focus Group 2, 00:26:55.19)
Clearly, the plurilingual tasks afforded opportunities for students to discuss sensitive topics, such as the Chinese control over Taiwan, which enabled critical analyses of issues and a change in opinion. Obviously, these discussions would not have been possible without the guidance of experienced teachers who acted as linguistically and culturally sensitive mediators. It is important to note that the plurilingual tasks were embedded in the ALS curriculum and besides having a focus on plurilingualism, they also allowed for practice of linguistic items for oral and listening development. One student briefly summarized the benefits of the plurilingual tasks:

*Those tasks we’ve done are all to some extent are all very helpful in terms of improving our listening and speaking skills but also the critical thinking skills because when we uh interact with classmates, we actually show opinions and we actually uh there’s an interaction between cultural backgrounds* (Focus Group 1, 01:03:04.23)

Overall, these results reveal that the plurilingual tasks offer affordances that are unique to this type of task: they engaged students in critical thinking by discussing several issues, and comparing and analyzing empirical data, which lead to informed opinions. Issues such as language revitalization, racism, discrimination and political tensions were all viable through these tasks along the guidance of the instructor. In EAP programs in multilingual and multicultural settings, such as Canada, these results are of particular importance as plurilingual tasks can prepare students to develop critical thinking and be ready for their undergraduate program, in which several issues will need to be critically discussed and interactions with students from different linguistic and cultural backgrounds will likely take place.

### 5.1.10 Willingness to learn additional languages

The tenth affordance of plurilingual instruction identified was willingness to learn additional languages, with 29 cases. Analyses from both the diary entries and focus groups show that students developed an interest in learning additional languages and cultures after completing plurilingual tasks. Most plurilingual tasks required that students reflect on languages they already knew, even if partially, and learn a few words in the languages of their colleagues or in other languages provided in the task. For example, while Task 2 had students reflect on their plurilingual repertoire and the languages they wish to learn in the future, Task 4 introduced 31 ways of saying the word “thank you” in different languages. In addition, students often engaged in discussions with their peers and presented role-plays, which allowed for real-life spoken use
of different languages. Some of the students indicated that the tasks connected their interests to
the languages they are willing to learn in the future, which aligns well with the concept of
plurilingual repertoire in the sense that future languages are also important to be taken into
consideration when discussing plurilingual identity:

*This task creates a large desire for me to learn a new language so I can know more about
the world. I like watching animes and playing Japanese game. I would like to learn
Japanese later :)* (Faker, Task 2)

Other students expressed similar feelings, although the languages were different. Some
expressed willingness to learn Spanish because it is a language that some of their colleagues
speak and is also spoken by many people in several countries. Others indicated willingness to
learn languages spoken in countries they wish to visit, such as Italian and Korean, as well as
French so they can use when visiting Quebec, a Canadian French-speaking province:

*This task made me identify the languages that I want to learn, it also made me aware that
I like languages, the languages that my colleagues want to learn are different from me.
This task can show what language we want to learn the most, me and my colleague
already appoint that take Spanish together next year. (Sunny, Task 2)*

Frequently, students expressed willingness to take on a new language in the upcoming academic
year, after the completion of their EAP program. The Chinese students who were studying in the
same class with students from Ecuador often noted that they would like to learn Spanish. It is
likely that the Chinese students’ willingness to learn Spanish stemmed from their interactions
with their Spanish-speaking colleagues. Conversely, the Ecuadorian students also reported
willingness to learn Chinese. These results indicate that interacting with and learning from
people from different linguistic backgrounds, which is an affordance of plurilingual instruction,
can motivate students to learn their colleagues’ languages. As previously stated, the plurilingual
tasks allowed for students to build relatability with each other, which might also have
contributed to a willingness to learn additional languages:

*In this task, I feel it is a very interesting task. I think this task helps me to be interested in
another language and it makes me be more friends with my colleagues. (Lulu, Task 4)*
In a class where students have different linguistic backgrounds, plurilingual tasks can enhance willingness to learn the languages present in the class. However, even in classes with students with the same linguistic backgrounds, plurilingual tasks can harness students’ interests, such as anime, and learn the languages related to their interests. In addition, the plurilingual tasks engaged students to reflect on similarities among languages, learning a few words and expressions, and instilling in them the notion that partial competence in a language is a normal phenomenon. All of these motivators contributed to students’ willingness to learn additional languages:

*In today’s study, it is surprised that lots of words are the same in different languages. It is interesting that lots of languages share similarities. The task stimulates me to learn a new language.* (Baba, Task 9)

During the focus groups, some students also expressed willingness to learn additional languages. As previously mentioned, the focus group questions asked about students’ overall impressions of tasks received during their EAP program, and explicit questions about the plurilingual tasks were not asked as the main goal was to observe whether students would indicate any potential benefits or challenges of the plurilingual tasks. Yet, the focus group data indicates student willingness to learn additional languages:

*I learned Korean because I used to want to go to university in uh in Seoul and I learned for three, four months basic Korean but I want to learn more because I like Korean culture and I watch lots of Korean drama TV show and also, I have been to Korean concerts.* (Focus Group 1, 00:04:45.04)

Similar to accounts in the diary entries, students linked their willingness to learn languages that reflected their interests. Some mentioned willingness to learn the language spoken in the country where they wish to travel to while others reported willingness to learn French, which is spoken in Canada, and Spanish, one of the languages spoken by their colleagues:

*I want to try to learn different languages such as Spanish, French and I think English is the basic language.* (Focus Group 2, 00:07:12.12)
Results from the focus group data accord well with results from the diary entries: through an exploration of the plurilingual tasks, students developed willingness to learn additional languages.

Taken together, results revealed that through the process of completing plurilingual tasks, students developed an interest in learning additional languages. These results are important as plurilingual tasks can open up possibilities for students to keep adding languages to their linguistic repertoire.

5.2 Challenges of plurilingual practices

While one of the goals of this study was to identify challenges of plurilingual instruction from students’ viewpoints, no themes related to this challenge emerged from the diary and focus group data. However, two challenges related to plurilingual practices were suggested by students and included here, although these occurred with little frequency in the data. The two categories identified were: 1) translation challenges and 2) monolingual posture.

Figure 6 shows a visual representation of the two challenges of plurilingual practices from students’ perspectives of plurilingual practices.

Figure 6. Students’ perceptions of challenges of plurilingual practices
5.2.1 Translation challenges

The first challenge identified was translation, with 11 cases. Interestingly, all of the cases were found in one particular diary entry, which referred to Task 5 on idioms in different languages. The challenge was not about plurilingual instruction per se but about the difficulties in finding translation equivalents of idioms in different languages. In fact, this challenge was only noted when students tried to find translation equivalents of idioms in Chinese:

For most of the idioms I heard, we have equivalent or similar one in our first language. On the other hand, I can’t find equivalent translations in English. It is difficult to explain a Chinese idiom in English to people who don’t know it. Because certain Chinese idioms relate to stories and facts, I have to explain the whole story for one idiom. (Chen, Task 5)

While completing Task 5 students were able to find some translation equivalents in other languages they knew, but one challenge among Chinese idioms was because idioms in Chinese require some cultural knowledge that may not be shared among cultures, and simply translating the idiom is not enough. Some Chinese idioms have several metaphors and typically a moral, which is different from some idioms in English and other languages. Thus, the challenge lies in the cultural dimension, and not linguistic only:

I feel it’s hard for me to explain idiom in my language to other classmates. The meaning of them are complex and they need to know some Chinese background to understand it. (Kuru, Task 5)

This is an interesting result and not unexpected as it is widely known that languages may not have translation equivalents for certain items. What is unique about this result, however, is that certain idioms in Chinese are culturally based and knowledge of the culture is needed for comprehending the idiom, which may or may not be the case in other languages.

No mention of translation challenges was expressed during the focus groups, confirming that they were not recurring in the data and may be considered a minor challenge. Overall, as previously noted, while this challenge did not refer to the plurilingual instruction, it is important as it can inform instructors that finding translation equivalents among languages is a normal challenge, particularly when it comes to idioms in Chinese.
5.2.2 Monolingual posture

The second challenge identified was the need for plurilingual students to adopt a monolingual posture when interacting with people who perceive themselves as monolingual, with 6 cases. Similar to the previous challenge, adopting a monolingual posture was perceived as an overall challenge that plurilinguals share when communicating and did not necessarily relate to the plurilingual instruction received. For example, students argued that there is a need to adopt a monolingual posture in communication with people who can speak English only so communication breakdown is avoided. For example, after completing Task 3, one student highlighted the importance of avoiding code-switching practices in encounters with monolingual people:

*I like this task because it reflects my personal experience. When I talk to my friend, code-switching would happen all the time. However, I don’t think we need to do this when there is another monolingual person in front of us.* (Lulu, Task 3)

Although students viewed translanguaging and code-switching as a normal practice, they also acknowledged the need to adopt a monolingual posture when needed for inclusivity purposes. Other students also expressed the need to switch to a monolingual posture when communicating with monolinguals so they are not left out of the conversation. Being able to adapt language practices, from plurilingual to monolingual, is seen as a challenge but also as a positive outcome in encounters with people who speak one language only. However, negative impressions were also observed in diary entries: a few students expressed fear of negative evaluation if plurilingual practices are used with people who consider themselves monolingual. After completing Task 5 on idioms in different languages, these students hypothesized that others could perceive them as less intelligent if they chose to use idioms in their L1 in conversation with others who do not speak their language:

*I could not use my native idioms in Spanish with people who cannot understand and maybe could think that I am stupid or something.* (Luishino, Task 5)

Students expressed concerns about using an idiom in their L1 in a conversation in English because they do not wish to be viewed as “stupid.” This is valid concern as people who perceive themselves as monolinguals may not engage in code-switching and translanguaging and view
these practices from a deficiency viewpoint. Also, if the interlocutor does not understand another language and no translation or equivalent is provided, communication breakdown would naturally occur. While students feared negative evaluation, they also indicated that in certain context-specific situations it is best to avoid the use of a language that is not shared among interlocutors and use a language that is shared, which could be English or any other language.

Overall, adopting a monolingual posture, although challenging, was viewed as needed when communication includes a monolingual person who does not use plurilingual practices. No mention of this challenge was expressed during the focus groups.

5.3 Summary of the results

To answer the second research question, *What are students’ perceptions of plurilingual instruction?*, inductive analyses of students’ diaries and deductive analysis of focus groups indicate that plurilingual instruction offered several affordances: 1) cognition; 2) plurilingual and pluricultural awareness; 3) flexible language and cultural use; 4) additional language and cultural learning; 5) awareness of societal multilingualism and multiculturalism; 6) empathy; 7) English language learning; 8) relatability; 9) critical thinking; and 10) willingness to learn additional languages. While no challenges of plurilingual instruction were found, two challenges related to plurilingual practices stemmed from the data: translation challenges and monolingual posture. These challenges occurred with low frequency in the data and were somewhat expected as these are common issues among plurilinguals. Based on the evidence, I assert the claim that students’ perceptions of plurilingual instruction were overwhelmingly positive and affected awareness on different levels: linguistic, cultural, cognitive, emotional, and social. Thus, results show that plurilingual instruction was perceived by EAP students to offer many benefits, which may not be present in monolingual instruction.

Chapter 6 presents results from *RQ3* with details of EAP instructors’ perceptions of plurilingual instruction.
Chapter 6
Instructors’ perceptions of plurilingual instruction

6 Affordances and challenges of plurilingual instruction

This chapter provides results for the third research question: “What are EAP instructors’ perceptions of plurilingual instruction?” The results emergent from a deductive analysis of instructor interviews (N = 7) revealed two main themes: affordances of plurilingual instruction and challenges of plurilingual instruction. Below, I present the categories from interview data with the highest number of cases first and the categories with the lowest number of cases last to provide an indication of the significance of the categories (Cohen, Manion & Morrison, 2007). In addition, I present representative verbatim quotes to illustrate the phenomenon under each category.

6.1 Affordances of plurilingual instruction

The first theme identified was affordances of plurilingual instruction, with eight categories: 1) plurilingual instruction is more useful than monolingual instruction; 2) shared lived experiences; 3) challenging the monolingual and monocultural mindset; 4) role reversal; 5) validation of plurilingual practices; 6) engagement; and 7) safe space. Figure 7 shows a visual representation of all affordances and the number of cases.
6.1.1 Plurilingual instruction is more beneficial than monolingual instruction

The first category of affordances of plurilingual instruction identified related to plurilingual instruction being more beneficial than monolingual instruction, with 11 cases. Deductive analyses from the instructors’ interviews reveal that the instructors unanimously preferred plurilingual instruction to monolingual instruction. They reported that there was an added dimension of PPC in the sense that the students could use their entire repertoire during the tasks, which is an affordance of this particular type of instruction. For example, when asked which set of tasks was more useful for the students, Instructor 4 answered:

*The treatment one [plurilingual] for sure. The ones in the treatment group were more interesting because they added that element of language, of students considering their native language uh but they were still quite similar.* (Instructor 4, 00:11:28.17)

While both sets of tasks encouraged students to practice listening and speaking skills, which were compatible with the ALS curriculum, they were somewhat different in the sense that the plurilingual tasks required student reflection on language and culture and was inclusive as
students could showcase their prior knowledge about other languages and cultures. Instructor 3 summarizes this benefit:

The comparison group was being presented with tasks that would help them become more effective communicators in English whereas the treatment group was being presented with tasks that would help them change their lens in how they view themselves and how they viewed other languages, not just English or their language but in all languages. My overall sense is when students felt they could speak authoritatively about how they do something in their language or in their culture, that was really invigorating for them. (Instructor 3, 00:24:53.23)

The results show that the plurilingual tasks helped students shift their mindset about language and cultural use, from using this knowledge in a plurilingual rather than a monolingual way, and also enabled students to broaden their views about their plurilingual identity. While instructors were not explicitly presented with the purpose of the tasks or the theoretical framework of plurilingualism that inspired the plurilingual tasks, during the implementation of plurilingual instruction they noticed the main difference: a change in perspective on how students viewed language and cultural use was paramount in the plurilingual tasks:

Overall, I found the treatment ones were more useful in some cases, but sometimes the comparison ones were sort of the treatment ones missing a piece. I just think that they [plurilingual tasks] were uh more complete and I think they came from a place of like personal knowledge and interest. The other ones [monolingual tasks] were standard tasks and they didn’t have that kind of “Oh, actually I’m quite interested in this,” right? (Instructor 1, 00:09:12.00)

Instructors recognize that the plurilingual tasks added a PPC dimension to language learning, without previous explicit statements indicating such expectation. Instructor 2 recognized this dimension:

The treatment group uh they [the plurilingual tasks] were more in-depth in a sense that I think students were able to reflect more and think more about their cultures and their lives and what they’ve been through. I thought those were very helpful because with different culture in the class, in that class I had three different ethnicities, they were able
to maybe interact a bit more in a way that maybe they wouldn’t normally think about outside the class. (00:16:01.00)

Affording a period for reflection during the tasks was a key element that enabled students to embrace linguistic and cultural diversity, at the individual and societal levels. These results suggest that instructors perceived plurilingual instruction to be more beneficial for students when compared to monolingual instruction. In addition, the fact that all of the instructors preferred the tasks in the plurilingual group compared to the comparison group provides further evidence to suggest that plurilingual instruction is more beneficial than monolingual instruction.

6.1.2 Shared lived experiences

The second category of affordances of plurilingual instruction identified in the instructor interviews was such instruction allowed students to share lived experiences, with 8 cases. The plurilingual tasks often invited students to share their own experiences with language and cultural use and provide real-life examples of situations, whether pleasant or unpleasant. Both monolingual and plurilingual tasks required that students use certain linguistic items that were part of the outcome of the EAP curriculum, such as idioms and discourse markers. However, the plurilingual tasks required students’ authentic shared lived experiences. Instructor 6 compares both sets of tasks:

_I felt these tasks [plurilingual] were more kind of really trying to get their own experience being in a different culture and having different cultures around them so more tasks around that as the point of English language practice, instead of just “Ok, let’s practice these discourse markers, make some conversation around the discourse markers, go ahead, choose a topic,” very very ESL language school, artificial “Oh, do we have to do this again?” kind of feeling. But it’s really talking about their personal experiences where they can tie in substantial feelings and substantial things they are trying to deal with. Starting a new life around a new language and all these new cultures. We can tap into that for some genuine conversation in the English language rather than creating artificial use._ (Instructor 6, 00:44:40.29)

This is an important observation as it demonstrates that the plurilingual tasks were more meaningful, engaged students in genuine discussions and were inclusive in the sense that they
offered every student an opportunity to share their experiences, with all accounts being highly valued by their peers and instructors. By sharing students’ lived experiences with languages and cultures, students could enhance their plurilingual and pluricultural awareness and develop competence in this area. Furthermore, results suggest that plurilingual instruction afforded real-life communication compared to the monolingual tasks:

For them, I don’t think it was about learning the language skills. I think it was more about experiencing and understanding what they go through and what other people go through. So, I guess for my students the plurilingual tasks were more about communicating their experiences. (Instructor 2, 00:22:08.17)

In both types of instruction, students were using the English language to communicate in the classroom through small and large group work, as well as role-play presentations in front of the class. The plurilingual tasks, however, often focused on students sharing plurilingual and pluricultural experiences, and it was this authentic communicative nature of the task that was more relevant than simply using linguistic items in an artificial manner. One teacher observed that students “enjoyed the role-play the most. Some of the groups really got into sharing their experiences” (Instructor 5, 00:28:42.13), confirming the authentic nature of the tasks. It is interesting that the tasks, whether it was a role-play or a group discussion “built on students’ experience” (Instructor 4, 00:12:04.11) and this is one of the main factors that explains student engagement in this type of instruction.

6.1.3 Challenging the monolingual and monocultural mindset

The third category of affordances of plurilingual instruction identified was that such instruction challenged the monolingual and monocultural mindset, with 7 cases. All instructors acknowledged that plurilingual instruction was beneficial for students and added a new dimension to the language learning experience. While students may have used their first languages in class before the implementation of plurilingual instruction, this use was unsystematic and unprincipled. In addition, when students’ plurilingual practices were neither valued by instructors nor the type of instruction, students were left with a guilty feeling when using their plurilingual repertoire in classroom practices. One instructor explained the value of plurilingual instruction to challenge monolingual and monocultural mindsets:
I feel that 100% English-only in the classroom is not necessarily the way to go in an English classroom, that there’s some use for using other languages [...] I think they enjoyed the role-plays and all that stuff uh the chance to try out new things that they wouldn’t have had a chance to do otherwise in the class. We talked about different languages and different cultures in the class anyway, probably, but it would be maybe a one-off. It might just come up when talking about something else and we would talk about it for a while but we wouldn’t focus on it very much uh I think this [plurilingual instruction] really let people, you know, it kept reminding people of it, it kept coming up [...] but certainly it exposed them to different ways of thinking in this. (Instructor 1, 00:18:06.22)

These results reveal that the use of plurilingual tasks on a weekly basis provided a systematic way to challenge students’ monolingual and monocultural mindsets while the tasks also served as a reminder for the instructors to continue encouraging the use of students’ plurilingual repertoires in classroom tasks. Even in classes with a vast majority of students from only one country, which was the case in all the participating classes of the EAP program, plurilingual instruction challenged monoculturalism within the same country, that is, students reflected on cultural diversity in their own countries. One instructor noted:

I thought it would be more difficult to elicit discussion from the Mandarin speakers and I was wrong about that yeah uh they actually had plenty to share so I was surprised, pleasantly surprised, yeah because I was worried you know it's kind of like a monoculture, you know, but in fact it wasn't, they had lots to say (Instructor 6, 00:22:42.27)

This is an interesting result as it shows that even in classes that may seem to lack diversity, or in classes with a majority of students from one single country, plurilingual instruction can be effective and challenge monoculturalism. This is an observation that was also recognized by the students during one focus group, as previously noted in section 5.1.4: students realized the multicultural nature of China. In Chinese-dominated classes, the instructors typically had a concern that the students would use Chinese in the classroom only, and not focus on English, which was the target language of the program. While this is a valid concern, which will be addressed in more details in section 6.2.1, the plurilingual tasks afforded opportunities to lessen
students’ pressure from having to use English only, which somewhat contradicts plurilinguals’ natural use of languages. One instructor summarized how plurilingual tasks challenged the monolingual mindset:

"I thought it was a great application and opportunity to use other languages in the classroom to first of all lessen the pressure, especially perhaps the Chinese students feel they cannot use their language in the classroom [...] I think that if students had reflected or been aware of what they were practicing or writing about, they might have seen an underlying theme or thread that was kind of holding everything together and perhaps an ability to summarize and "Look at all these different languages and everyone is trying to do the same thing, and we just have all these different languages and linguistic ways of doing it, but we're all essentially trying to do the same thing and communicate and there's so many ways for doing it. Look how every person in the world has their own way and isn't that amazing?" Being able to recognize that and not see it as an obstacle. Definitely that was the final product that they saw underlying with the tasks they were doing. (Instructor 3, 00:32:00.18)

Simply put, plurilingual instruction challenged both students and the instructors’ monolingual and monocultural mindsets. It afforded opportunities for the exploration of languages and cultures in the classroom and encouraged students to view their own plurilingualism as an asset rather than a deficiency.

6.1.4 Role reversal

The fourth category of affordances of plurilingual instruction identified was role reversal, with 6 cases. Results from interview analysis indicate that the plurilingual tasks often put students in the role of the instructor, which was empowering for students. When students engaged in the plurilingual tasks, they were often required to teach their peers and the instructor something about their linguistic and cultural repertoire, which facilitated the role reversal. Instructor 3 explains this dynamic by telling an anecdote that took place in her class:

"It seemed that the times that they enjoyed it were times when they were given the space to be in authority on their language and to share and teach something to myself or to other non-native speakers of their language in the class. For example, this one student"
explained how you hold your wine glass in China depends on who you are speaking to or who you are drinking with and the fact that I was sitting there and "really, how would you use, how would you hold that glass if you were speaking with your professor?" and he held it like this. He was really enjoying that moment of teaching me or having me being really interested in the way that these little cultural details in his home country and being able to be the authority in that, you know he's not going to be corrected, he's not going to be challenged, he's not going to be told you actually pronounce this way. He was the authority. (Instructor 3, 00:27:33.22)

The fact that holding a wine glass is dependent on cultural knowledge from China, the student had complete authority to explain the intricacies related to wine drinking and placed the instructor in the role of the student. Interestingly, none of the instructors felt threatened by their “lack of authority” in class and welcomed situations that invited students to be the authority. Role reversal was perceived as a “freeing” (Instructor 1, 00:11:40.01) experience, one in which students were not afraid of being judged when in the authoritative role. Another instructor described a similar anecdote about her Chinese students teaching her how to pronounce Chinese words, which took place during a plurilingual task:

One of my students, well, more than one, they sat down with me and they listened to my pronunciation [in Mandarin], you know, it was, in a way it's like a reverse psychology teaching trick, it was like they became the teachers, they became the experts. I think more of us should try and be language learners because then we really realize. I mean, can I imagine myself going to China and doing a pre-university course in Mandarin? The students were correcting my pronunciation. I think sometimes the things they told me were surprising so I was learning from them like they would explain an idiom that they had or one that was similar, I mean, it's more that they say something I didn't know. (Instructor 4, 00:42:53.08)

This role reversal also provided an opportunity to remind instructors of the additional language and cultural learning process, which is complex and challenging. Besides teaching their instructors, the students also engaged in teaching their peers. In fact, all the tasks required that students share their knowledge of languages and cultures and to teach such knowledge to their peers and the instructor. For example, Task 4 included an activity in which students would listen
to “Thank You” in 31 different languages and identify the language. One instructor noted that the students already knew some of them and taught the pronunciation to their peers:

> When they were listening to all and they loved seeing when they could recognize the languages from all these different countries, they were fascinated. They tried to mimic the pronunciation and then my Ukrainian [student] was able to come in and help them a bit with the pronunciation of the Russian and then my Ecuadorian was able to come in and help with the pronunciation of the Spanish and they loved that. (Instructor 6, 00:49:41.17)

Overall, the instructors agreed that the plurilingual tasks afforded a role reversal, which was mostly seen in a positive light. In addition, the instructors themselves felt comfortable giving up their authoritative role in the class, positively contributing to this result.

### 6.1.5 Validation of plurilingual practices

The fifth category of affordances of plurilingual instruction identified in the instructor interviews was validation of plurilingual practices, with 6 cases. The instructors noted that students had opportunities to recognize themselves as plurilinguals during the plurilingual tasks, that is, students realized that they often perform or engage in practices such as code-switching, translanguaging, comparisons nos languages, intercomprehension and cross-cultural comparisons. While these are legitimate practices students engage in daily, they are typically not validated in educational settings. Having their plurilingual identity validated by their instructors and the plurilingual tasks was a positive surprise to students, as observed by an instructor:

> I think that they found it interesting to listen to Thank you in multiple languages and try to guess which one it was. I think the one they liked the best was, again, that video where they were speaking other languages and in English and the other people who didn't know the languages were trying to figure out what they were talking about. I think the students really connected with that because they were like "Oh, yeah, we do that" and they could see how languages work differently and they can see how other people feel or perceive when they are not able to participate so much. I think they really liked that, and even for me because I didn't know what the term was and so I was like "This does happen and there must be a name for this, because we do it" I mean, we do it, I do it every day at
home or I witness, I hear and so forth, so I thought that was good. (Instructor 2, 00:19:20.27)

Students’ own plurilingual practices were validated by having code-switching and translanguaging recognized as a normal practice among plurilinguals by both the instructor and the instructional approach. Obviously, the tasks alone would not have yielded such positive results if the instructors were resistant to plurilingual instruction; often, the instructors put the students at the centre of the task and had them “show off” their linguistic and cultural capital, as noted by another instructor:

These tasks really hit that kind of personal level with the students, where they can bring themselves into the conversation, show their pride. I find those moments they were the most invested and proud to share and show everyone else their background. If we can encourage that more, I think that’s very beneficial because they just seem to be able to speak about something, of course, that they know and are proud of. (Instructor 6, 01:15:34.27)

These results further indicate that students were proud of showing their individual plurilingualism, and this experience was afforded by the plurilingual instruction. For them, the monolingual tasks were effective for English language learning but did not afford any validation of the students’ plurilingual identity nor plurilingual practices. It is important to note that for plurilinguals, practices including code-switching, translanguaging, and cross-cultural comparisons, among others, are often commonly and effortlessly used. Thus, having tasks in the language classroom that validate these practices affected the students’ language learning processes positively. One instructor summarized this well:

My students were already developing this kind of dynamic where they were exchanging words and phrases from their first languages and they were really interested in each other’s cultures so I found that these tasks went in synch with whatever was going on in class already. (Instructor 7, 00:12:42.10)

This is an interesting result as it suggests that plurilingual tasks validate plurilingual practices in which students normally engage. Rather than implementing pedagogy that neglects the nature of
plurilingual practices, which is often the case in monolingual instruction, plurilingual instruction embraces the students’ own plurilingualism.

In short, results from the instructor interviews show that validation of the students’ plurilingual practices were afforded through the plurilingual tasks.

6.1.6 Engagement

The sixth category of affordances of plurilingual instruction identified was that plurilingual instruction engaged students in the English lesson, with 6 cases. The instructors reported that students were eager to participate in the plurilingual tasks and would often ask instructors when the task would be delivered. This eagerness did not occur in the comparison classes where the monolingual tasks were given. One of the reasons why students enjoyed plurilingual instruction was that they liked sharing experiences with their peers and learning about other languages and cultures. Overall, the plurilingual tasks were highly engaging:

*I found them [plurilingual tasks] very, very helpful. First of all, it got the students engaged and motivated. I found the students were really in anticipation for these tasks. One of them said she wanted to leave class early one day because she had a dentist appointment and I had given her permission to leave early, but she decided not to leave when she knew that we were going to do that task.* (Instructor 7, 00:11:53.13)

The results demonstrate that the students’ interest levels were high for completing the plurilingual tasks and they did not want to miss them. What is interesting is that instructors did not tell students what the upcoming plurilingual task would be but the students anticipated that they would be as engaging as the previous ones. As previously noted, the students completed one task per week, with a total of 10 tasks. All plurilingual tasks included a plurilingual and pluricultural dimension, and while they varied in format and content, they sustained student engagement, as noted by another instructor:

*In the treatment group, I got more engagement overall and more conversation from the tasks. For example, Task 4, oh they loved listening to all the different languages speaking “thank you” and they really tried, they also wanted to produce exactly the same. They were so interested. Those ones that were kind of on a personal level for them, I did feel that they enjoyed learning. I mean, when they had to share their bodies [referring to the
language portraits in Task 2] I went around the class and everyone got to see everyone else’s visuals and I could see they enjoyed that moment of learning more about each other. (Instructor 6, 00:58:16.17)

Once again, the fact that the plurilingual tasks required the students to share lived experiences contributed to an engagement factor. While the instructors were pleased about their students’ high engagement levels, they also hoped that they noticed the value of the tasks, besides their willingness to participate only because it was part of a research project:

I think they enjoyed them [plurilingual tasks] and I hope that they thought it was more than doing research. I hope that they see value out of it and not just “We’re doing this because we’re good students, to help someone.” I hope they got something else out of it, too. (Instructor 2, 00:21:08.28)

Overall, results from the instructor interviews suggest that students had high interest levels during the plurilingual tasks in general throughout the study, suggesting that plurilingual instruction is more engaging than monolingual instruction, possibly because of the personalization of learning through the students’ shared lived experiences.

6.1.7 Safe space

The seventh category identified was that plurilingual instruction afforded a safe space for discussions of sensitive issues, with 6 cases. This result is possibly due to the frequency of discussions around languages and cultures and because the instructors were encouraged to not be judgmental; hence, plurilingual instruction was seen as offering a safe space. Issues related to cultural orientations and knowledge gained from different cultural traditions were part of the discussions during the plurilingual tasks. While these discussions can also be included in a monolingual approach, the monolingual tradition in language learning has historically posited that certain linguistic and cultural practices are right or wrong as they are based on a monolithic view. In plurilingual instruction, however, this dichotomy is non-existent and the focus is on the similarities and differences rather than being judgmental. Sensitive issues may not have been shared by students in a class with monolingual instruction because of fear of evaluation. For example, some international students openly talked about political tensions in China during the plurilingual tasks, which is a topic that they would not talk about in their country or with their
peers. These sensitive issues only emerged during the plurilingual tasks, possibly because students knew they have an opportunity to discuss rather than judge others. The Chinese students also gained access to different types of media on the Internet while living in Canada, which was not possible in their countries of origin due to the Chinese government’s control over access to online sources. While this access opened up possibilities for learning knowledge from different viewpoints, the plurilingual tasks afforded a safe space for discussing these views. Instructor 4 exemplifies a moment when these discussions took place:

*He was talking about the Dalai Lama and Tibet and he was making the comment that obviously he had been reading some stuff here, in Western media, Internet, and he said: "I don't really understand, you know because in China, this is what we think of the Dalai Lama but now I'm getting this other perspective” and I thought “That's really interesting, that's a germ of critical thinking starting to develop.” He was trying to justify so he was telling me some of the stuff that they are taught about the Dalai Lama, so I Googled it and I was just shocked. Well, maybe not just the Dalai Lama but Tibet. There is this whole attitude that Tibetans were kind of savages, brutal savages. So, I just spent 10 minutes reading a forum and, you know, obviously there are dissenting voices.*

(00:45:13.01)

The results show that plurilingual instruction helped both the students and instructors to establish a relationship of trust and non-judgment while discussing sensitive issues and cultural perceptions. The plurilingual tasks often invited students to have honest discussions in the class as well as to observe that negative reactions may have been triggered because of one’s own cultural tradition(s). In another account, the instructor noted how the plurilingual tasks afforded a safe space:

*There was one case of a Chinese student who had met someone from Brazil maybe or South America and she said: “it was very weird 'cause he was trying to give me a hug and I thought that that was creepy” and even the way that she said it, “but now I realize that that's his custom, that they kiss on the cheek and everything. Now I understand or at least I know that he was not trying to attack me” and so she is working this out in the class, right? And she's in a group with the Ecuadorian who's like "Oh, that's totally normal" so it gave them the opportunity to debrief their own cultural interactions outside*
of the classroom and to share some common experiences or reactions that they had to the way that other cultures interact. Yeah, so I thought it was very useful. I thought it was useful for them to have those discussions in the classroom in a semi-controlled way, so, I think that it added another dimension. (Instructor 3, 00:55:43.03)

Discussions of behaviours and beliefs related to cultural backgrounds were integral to the plurilingual tasks. In this account, the Chinese student received confirmation from another student from Colombia that the behaviour of the Brazilian person with whom she had interacted was not rude or “creepy” as described. If a student had had these conversations elsewhere, it could be that awareness of pluriculturality would not have occurred. It is also important to highlight that while a safe space was afforded by the plurilingual tasks, the discussions were further supported by the instructors who allowed them to take place in a non-threatening manner. None of the instructors expressed resistance to the plurilingual tasks or prevented sensitive discussions from taking place in class. One instructor concisely summarized the class environment:

Students were always respectful of other cultures uh, they've always been respectful of each other in the class and there was never a time that I felt uncomfortable, like a derogatory comment or something. That never happened in class. (Instructor 2, 00:30:21.26)

Overall, plurilingual tasks were conducive to offering a safe space for discussions of sensitive issues, including cross-cultural, and the fact that instructors were prepared to allow these discussions to take place guaranteed the effectiveness of implementation of plurilingual instruction.

6.2 Challenges of plurilingual instruction

The second theme identified related to challenges of plurilingual instruction, with three categories: 1) English-only policy; 2) lack of diversity; and 3) purpose of plurilingual tasks. Figure 8 offers a visual representation of the three challenges and the number of cases.
6.2.1 English-only policy

The first category of challenges of plurilingual instruction identified related to an English-only policy, with 8 cases. Six out of seven instructors expressed concerns about the extent to which students’ languages should be used in the EAP classroom, especially given that most of the students were from China and there could be the possibility that students who did not speak Chinese may feel isolated. One instructor explained that the plurilingual tasks somewhat helped control the level of use of other languages:

Yeah, they do it [use languages other than English] anyways. I mean if the task asks them to do it, yeah, but I ask them, especially because of that one student in class who doesn't speak Chinese, I do have a policy that they should be speaking English even during break time if they are in the class so they don't exclude people from being involved, however, they don't follow that policy. If the tasks [plurilingual tasks] ask them to do it, uh speak another language, yes. If, however, we were working on something that did require them to use English, I personally didn't like that. (Instructor 5, 00:39:54.26)

Here the results suggest that the instructors were concerned about each of the students having equal opportunities to be included in communication and not feel isolated, which is a valid concern. In addition, given that the EAP program is aimed to develop students’ English academic skills, the instructor used an English-only policy to ensure students would use English when completing tasks that required English use. Another instructor shared similar feelings and explained, in a detailed manner, how she addressed the English-only policy in her class:
For the English-only policy, I tell them that it is English-only, they're high level speakers and they are high level English users. They should be using this time to use their English, but there are three circumstances in which they can use their native language: one is if they want to encourage a student who is hesitant or having trouble; another is if they want to say something encouraging to them to help them get some language out or to participate you can do that in your native language; and thirdly if you are in a pair work or group activity and somebody in your group doesn't understand the instructions for what you're supposed to do. I don't mind if you switch to your native language, tell them what needs to happen and then switch back to English to actually do the task. I kind of laid those parameters out at the beginning to make them recognize that I'm not gonna be like a Nazi about it, but at the same time I don't want them just chatting in Chinese when they're supposed to be doing a task. So, when it came time for them to use other languages in these plurilingual tasks, I would be able to say to them "So this is a time when I'm asking you to speak your native language" or to speak whatever language the task was asking them to use and use other languages [...]. Before these tasks, I didn't ask them to use their languages particularly for a specific task. (Instructor 3, 00:51:14.08)

The concern for juggling language use in the classroom was prevalent in the instructor interview data. While plurilingual instruction encourages students’ use of their respective linguistic and cultural repertoire, there are no established rules guiding how much exposure to these languages students must or must not have. In fact, because plurilingual instruction is context-dependent, it may vary and a set of rules is not suitable. However, it is interesting to note that three of the instructors who had inclinations toward monolingual tradition reported feeling uncomfortable at times while delivering plurilingual instruction. They acknowledged that they felt comfortable with the use of other languages only when the plurilingual tasks were being completed. One instructor summarized this uncomfortable feeling:

Maybe that's something that's always been within the schools that I've taught at, where it was always English, no other language and if you use another language, you're penalized or you got in trouble. Here, I really I don't like the other language being spoken only because I get students that get left out and I wish in this case, my Chinese students realized that when they speak Mandarin or Cantonese whenever they can, there's always an Ecuadorian or Korean student who's left by themselves. [...] That's my biggest
problem with speaking the L1 in class. The other thing is, I don't want my students to become lazy, thinking that they can just always refer back to the L1 because there are times when they can't. And they're gonna need to, in an academic environment next year, speak English academically, professionally. I sometimes grapple with that situation. But for the tasks, no, because they seemed like they had a purpose and a reason for speaking their own language uh and in that case, the Korean student and the Ecuadorian student seemed like they enjoyed being able to teach Korean or Spanish to other class members because the other class members were kind of interested and then weeks later, you know, occasionally you'd hear Chinese students saying, "Hola" to somebody, right? (Instructor 2, 00:29:47.12)

The monolingual tradition in English language classrooms is unsurprising as typically such programs that train teachers to become English instructors typically neglect plurilingual instruction as a component in the course curriculum. While the instructors in the study apparently delivered the tasks at an efficacious rate, they may have felt unprepared to address the extent to which students’ languages can be used in the classroom. In addition to the concern of excluding students during interactions, there was the concern for preparing students to behave in a monolingual way when necessary, that is, in certain contexts students may need to use English only. These concerns are legitimate and worth exploration in plurilingual research. Still, a shift from a monolingual to plurilingual mindset among language instructors can be encouraged, particularly in settings with high levels of cultural and linguistic diversity, such as Canada. All of the participating instructors had experience teaching in other countries, which might also have corroborated a monolingual tradition in language teaching. One instructor expressed that she felt guilty when allowing her EAP students to use their plurilingual repertoire in class, possibly because of her previous experience teaching in Egypt and the USA:

I felt guilty because in Egypt we didn't allow the students to use Arabic at all [in the English classroom] and that was actually a challenge [...] I taught in a private school so it was actually prestigious to speak languages other than Arabic, so we didn't really allow them to speak Arabic. So, for me, I actually caught myself a couple of times telling them "Guys, please, here at the EAP program, please English only, English only" We don't even have a policy, but in Delaware, we had an English-only policy. We don't have this policy here so I did catch myself a couple of times, you know, I tell them English only
and I’m like, “Why? Why English only?” But definitely I felt guilty. I felt guilty, I felt that I should stop them so I wasn’t confident, even at times when I didn’t stop them I felt guilty [...] But I won't feel guilty anymore, if I know why I'm doing this, definitely not, because as I said I found them helpful. (Instructor 7, 00:29:53.14)

The interview analysis indicates the importance of establishing common grounds for the use of students’ plurilingual repertoire in the EAP classroom. Obviously, this use is context-specific and may not be applicable to other programs or countries. In fact, even in Canada, a multilingual and multicultural country, many interactions are done in one language only, typically in English or French, the official languages of the country. Yet, the instructors’ concerns for preparing students for monolingual interactions and ensuring all students be included in classroom activities deserve important considerations. In addition, teacher development programs may be designed with consideration for the feelings of guilt associated with using plurilingual instruction.

6.2.2 Lack of diversity in the classroom

The second category of challenges of plurilingual instruction that were identified related to the teachers’ perceived lack of diversity in their EAP classes, with 8 cases. Some of the instructors argued that because their students were mainly from China, the plurilingual tasks did not harness as much diversity as expected. Typically, each EAP class had approximately nine to 10 students from China and one to three students from other countries—Ecuador, Turkey, Japan, Russia, or Taiwan. This perceived lack, while reported as a potential challenge, was not necessarily a problem:

*It'd be silly to ignore the fact that 90 some percent of my students were Chinese. That being said, there are different variations in China and students were able to speak certain regional dialects that they grew up with or that family uses, but by and large I could see the tasks would be more multidimensional had there been more native languages uh in the class itself.* (Instructor 3, 00:44:14.19)

The instructors tried to balance the exposure of languages and cultures evenly, and this process was challenging. One strategy used by instructors was the avoidance of placing the non-Chinese students in the spotlight; for example, rather than asking questions directly related to China—
which represented 10 students—and Turkey—which represented one student only—the instructors started the tasks by discussing their own experiences and later asked students to reflect on experiences they had had in other countries or cities, and not necessarily the ones of their origin only. After all, some students had been to or studied in other countries and including these experiences ensured the inclusion of their entire repertoire. Having one or two students from a different linguistic and cultural background in the class was helpful, as noted by one instructor:

Sure, everyone felt included. I'm specifically talking about the one non-Chinese student. So, I felt like I was making sure, almost to the extent that I was overcompensating so sharing, adding more information so it kind of balances, you know, the Chinese versus the non-Chinese input. (Instructor 5, 00:31:18.11)

Another instructor had a similar challenge:

I was lucky actually in that group of 11 to have 3 that were not from China, but it would've been nicer to have a few more when it came to sharing the different languages, and one of those three was from Taiwan where mostly she was the Mandarin speaker. In essence I had one Ukrainian and one Ecuadorian to be able to counterbalance, “Can we hear a few words in your language?” (Instructor 6, 00:29:21.29)

Some classroom management was important to enhance diversity: when students worked in small groups, and whenever possible, the instructors tried to have at least one student who was a non-Chinese in each group. However, some groups would still have students from China only. While instructors acknowledged that the lack of diversity was not a major issue, they were concerned if students would also perceive this phenomenon as a lack of diversity. This was a valid concern, especially considering instructors aimed to deliver quality instruction to their students:

When I think it's a group of Chinese students, uh, their cultures are still being shared from city or region to region but it's kind of like "Ah, yeah, I know that already" or "yeah, yeah, we do the same thing in my city, too" so I think it's different but also the same in a certain aspect. There are more similarities in groups here. (Instructor 2, 00:25:38.01)
While China is linguistically and culturally diverse—and students acknowledged this diversity—during the plurilingual tasks, the instructors were still concerned that discussions would be less worthwhile as compared to discussions when one member of the group was from another country.

Overall, results from interviews show that while instructors were concerned about the lack of diversity, this issue was not a concern among students (refer to section 5.1.2.4. Pluriculturalism). More importantly, the instructors implemented plurilingual tasks effectively and the student experience was positive.

### 6.2.3 Purpose of plurilingual tasks

The third category of challenges of plurilingual instruction identified related to the purpose of the plurilingual tasks, with 2 cases. For the purposes of the study, the instructors were not made aware of the specific goals of the tasks as a way to avoid Hawthorne effects. Thus, while two instructors argued that at times they were unsure of the purpose of the plurilingual tasks, this result was not unexpected:

*Sometimes it wasn't always clear in my mind what I was doing exactly. I liked it, I thought it was fun, [...] I always did the tasks on Friday at the end of the day, right? So, that was kind of like the highlight of the class [...] uh but as I said, sometimes it would just have been helpful to just you know, just to know the objectives of why of doing these tasks.* (Instructor 7, 00:18:32.06)

Another instructor had similar feelings, and while she was able to understand the goals of some tasks, other tasks, despite student enjoyment, were unclear to her:

*The one [task] I found a little challenging was the plurilingual identity one where you had to put the particular languages on the body parts. I just found it kind of arbitrary and wasn't sure how the students found it either, you know, so that wasn't one of my favourites. And then the 31 ways to say “thank you,” although it was a lot of fun, I know part of it was, you know, strategies, what strategies are they using, but I wasn't really sure what strategies they were using 'cause there wasn't really much that they could use other than phonology [...] Maybe the strategies could have been highlighted more explicitly and then they could have used them.* (Instructor 4, 00:20:17.06)
These two instructors raised a valid point but given the nature of the study, the goals of the tasks could not have been disclosed. As previously noted, the seven instructors had not received training in plurilingual instruction prior to the research study nor had they been given access to the plurilingual and pluricultural descriptors in the Companion Volume of the CEFR (CoE, 2018). In addition, the instructors were not made aware of the instruments used to collect data from students. This decision was made to avoid content familiarity and bias toward the plurilingual tasks. If the instructors had been made aware of the goals, it could have affected the results of the study through bias. Certainly, if these tasks are applied in language classes in a research-free context, some training with knowledge of PPC would be helpful.

In short, although instructors perceived their lack of knowledge of the purpose of the plurilingual tasks as a challenge, only two of them raised this issue. In addition, given the purpose of the research, the goals could not have been disclosed.

6.3 Summary of the results

To answer the third research question, *What are instructors’ perceptions of plurilingual instruction?*, deductive analyses of the instructor interviews indicate that plurilingual instruction had seven affordances: 1) plurilingual instruction is more useful than monolingual instruction; 2) shared lived experiences; 3) challenging the monolingual and monocultural mindset; 4) role reversal; 5) validation of plurilingual practices; 6) engagement; and 7) safe space. In addition, three challenges of plurilingual instruction were found: 1) English-only policy; 2) lack of diversity; and 3) purpose of plurilingual tasks.

The findings warrant the claim that plurilingual instruction is more beneficial than monolingual instruction: it had a positive effect on student learning as it allowed them to be in the position of the instructor, engaged them in the tasks, helped shift instructors’ and students’ mindsets from monolingual to plurilingual and validated the students plurilingual practices. While the challenges that emerged are valid concerns, they were not perceived as problematic. Therefore, similar to the results discussed in Chapter 5, instructors’ perceptions of plurilingual instruction were overwhelmingly positive.

Chapter 7 presents results from *RQ4* with a comparison of PPC levels among the plurilingual and monolingual group over time.
Chapter 7
Plurilingual Instruction for Enhancement of Plurilingual and Pluri-cultural Competence

7  Effects of plurilingual instruction on PPC levels

This chapter provides results for the fourth research question: “Does plurilingual instruction have an effect on EAP students’ perceived plurilingual and pluricultural competence levels in the treatment group compared to the comparison group over time?” Results from statistical analyses of the PPC scale and qualitative analyses of teacher interviews were analyzed deductively to answer RQ4. First, I present results from the statistical analyses, which was applied to both plurilingual and monolingual groups at both T1 and T2. Second, I present results from the instructor interviews with their perceptions of changes in students’ PPC levels over time. The results from the two data sources are presented below.

7.1  PPC levels between plurilingual and monolingual groups

The results reported in this section were analyzed quantitatively through IBM SPSS version 25. Mean scores were calculated for all 24 items of the PPC scale combined, at both T1 and T2. To assess internal consistency, Cronbach’s alpha coefficients were computed for the PPC scale, with scores of .73 at T1 and .74 at T2. These scores indicate an acceptable level of internal consistency. Based on these findings, I conducted a repeated measures ANOVA to find out whether there were differences in the EAP students’ perceived PPC levels across time and between groups.

The ANOVA included PPC (one level) and Time (two levels) as within-subject factors and Group as the between-subject factor (see Appendix 13). The test revealed significant effects for Time and a significant Time × Group interaction. The effect of Time, $F(1,127) = 29.07, p < .001$, partial $\eta^2 = .19$, indicates that PPC levels significantly improved between T1 ($M = 2.96, SD = .31$) and T2 ($M = 3.10, SD = .30$) for all student participants combined. The Time × Group interaction, $F(1,127) = 5.94, p = .016$, partial $\eta^2 = .045$, indicates that PPC levels changed over time differently between groups. Figure 9 illustrates PPC levels across groups and over time. It is important to note that the scale ranged from 1 to 4, with higher numbers indicating higher levels of PPC.
The figure shows that PPC levels among the student participants from both groups were similar at T1 but differed at T2. PPC scores for participants in the treatment group were $M = 2.97$ ($SD = .30$) at T1 and $M = 3.15$ ($SD = .28$) at T2. Scores for participants in the comparison group were $M = 2.95$ ($SD = .32$) at T1 and $M = 3.02$ ($SD = .32$) at T2.

To confirm the significance of this result, post-hoc independent samples t-tests were conducted to probe the Time × Group interaction (see Appendix 13). There was no significant difference between treatment ($M = 2.97$, $SD = .30$) and comparison groups ($M = 2.95$, $SD = .32$) at T1, $t(127) = .33$, $p = .74$, suggesting that both groups had similar PPC levels at the start of the EAP program. There was a significant difference in PPC levels between treatment ($M = 3.15$, $SD = .28$) and comparison groups ($M = 3.02$, $SD = .32$) at T2, $t(127) = 2.52$, $p = .013$, indicating that PPC levels among participants in the treatment group were significantly higher after the treatment compared to participants in the comparison group.

The effect of plurilingual instruction on students’ perceived PPC levels was further evaluated by calculating the change score and conducting an independent samples t-test to compare treatment and comparison groups (see Appendix 13). There was a significantly higher improvement in PPC scores in the treatment group ($M = .19$, $SD = .27$) relative to the comparison group ($M = .07$, $SD = .26$), $t(127) = 2.44$, $p = .016$. Once again, these results confirm that plurilingual instruction
had a positive effect on EAP students’ perceived PPC levels over time relative to the students in the comparison group, who received monolingual instruction.

7.2 Instructors’ perceptions of students’ PPC levels over time

The results reported in this section stemmed from instructor interviews (\(N = 7\)). Following content analysis (Friedman, 2012), the interviews were deductively analyzed with the assistance of QSR’s NVivo 11. Specific interview questions targeted the instructors’ perceptions of gains in PPC levels among students in the plurilingual group (treatment) over time. No comparison between groups was asked from instructors given that the nature of the instruction delivered to the comparison group was monolingual and a comparison of PPC levels would be unrealistic.

Instructors often reported that the students’ perceived PPC levels changed over time. They noted that in the start of the implementation of plurilingual instruction, students needed some guidance to bring the knowledge of languages and cultures to light as many of them viewed themselves as having a limited linguistic and cultural repertoire. Over time, they engaged in several plurilingual tasks, which contributed to the realization of their plurilingual identity along with the ways in which they use their languages and cultures. Some instructors noted that it may have taken more time for the Chinese students to realize that they were plurilingual compared to the non-Chinese students, and this may have been due to the Chinese students’ perceived lack of exposure to other languages and cultures in China. For example, many of the students had had limited experience communicating with people from other countries, at least face-to-face. However, as they started completing the plurilingual tasks, students also noticed that other types of exposure contributed to their plurilingual identity, such as online gaming, foreign films, travel, YouTube viewing, and other. In addition, some of the instructors observed that many of the Chinese students expressed having a strong Chinese identity and possibly were unaware that it is possible to be plurilingual while still maintaining a Chinese identity. The quote below illustrates this change in awareness:

* I think some of the students, at least at first, struggled a bit because they were trying to find other languages or cultures they could talk about uh and yeah some students, a small handful, but some students had had a much wider exposure to different cultures and languages, at least initially. I feel like as things went on a bit, the students who didn't feel they had much discovered more, you know. Sometimes there was a split between the*
Chinese students and the non-Chinese students, initially felt like they had more exposure to different languages and cultures, but I think that as time went on some of the Chinese students sort of realized that they knew more than they kind of were aware of.

(Instructor 1, 00:19:40.14)

Over time, instructors have recognized the plurilingual tasks helped students become aware of their perceived PPC levels. Even among the students who initially thought that they were less plurilingual and had little to contribute, over time, their perceived PPC levels were enhanced.

Another interesting result was that the plurilingual tasks strengthened and validated students’ experiences with language and culture along with raising their own awareness as a plurilingual. Some of the instructors noted that through the completion of the plurilingual tasks, the students began to realize that their previous experiences with multiple languages and cultures, beyond English, were important and should be valued. It is not uncommon for EAP students to focus on English only when taking an EAP program in Canada and to dismiss or undervalue the knowledge of other languages they know, which may be a reaction to the academic pressures they face along with the monolingual discourse present in many universities. However, with the introduction of the plurilingual tasks and the acknowledgement from their instructor that the students’ plurilingualism/culturalism must be celebrated and used for their own benefit, especially in a multilingual and multicultural country such as Canada, these students realized the value of their repertoire. One interesting observation made by one of the instructors was that she thought that the Chinese students were less plurilingual relative to the non-Chinese students, particularly compared to the ones who had had more travel and study-abroad experience. However, with time, the instructor noticed that the Chinese students had similar PPC levels compared to the non-Chinese students, as stated below:

In my treatment group [plurilingual] I had my one Turkish student among all the Mandarin speakers and she is very plurilingual and pluricultural and she enjoyed them [plurilingual tasks] very much uh and I think they reinforced her experience and they allowed her to display her knowledge [...] so it reflected her experience and I was actually surprised that the Mandarin speakers had as much to say as they did because I really thought they would be more restricted but they actually found stuff to say about plurilingual identity. (Instructor 4, 00:21:31.15)
The perception that Chinese students, at first, had lower levels of PPC was recurrent in the interviews. Instructors agree that their non-Chinese students may have had higher levels of PCC given their previous experience; moreover, different languages and cultures may have been more easily accessible to the non-Chinese students relative to the Chinese students. This perception possibly stemmed from the fact that the non-Chinese students were originally from countries which had undergone processes of colonization and immigration, or had proximity with neighbouring countries, which could have contributed to more diversity. Furthermore, it could also be that the perception that the Chinese students had lower PPC levels at the start was due to the frequency of their contribution to the tasks relative to the non-Chinese students. However, instructors were pleasantly surprised when the Chinese students responded to the plurilingual tasks well. In fact, the instructors noted that toward the end of the program, students generally increased PCC levels, and this perceived difference between Chinese and non-Chinese students diminished.

Another interesting result that stemmed from the interviews was the relationship between the frequency of plurilingual tasks and the students’ perceptions of PPC. Because the plurilingual tasks had similar topics and reinforced a competence that was novel to students, PPC, the frequent exposure to these tasks helped students become open to them over time: “I think they were probably more open to the tasks towards the end because they saw them in succession” (Instructor 3, 01:04:33.27). While plurilingual instruction (treatment) was limited to 10 tasks, such tasks were enough to have a positive effect on students’ perceptions of PPC levels. The instructors also mentioned that after completing the first tasks, the students started to look forward to being engaged in the plurilingual tasks during the time they were applied in class, affording the students an opportunity to share their experiences and have them validated by their peers as well as their instructor. This validation process was key for students to be open to plurilingual instruction as well as develop their perceptions of PPC.

Finally, the instructors often indicated that the plurilingual tasks were inclusive and offered a unique opportunity for all students to make contributions and participate since they all had knowledge of a plurality of languages and cultures, which resulted in high engagement and willingness to share their stories and learn from their peers. As noted by one instructor, the students “all came to these tasks equally within the class, they were all from different cultures and enjoyed that aspect very much” (Instructor 6, 01:03:01.27). The inclusive nature of
plurilingual instruction allowed students to teach others about their languages and cultures while also being able to learn from others. This learning process may have contributed to gains in the students’ perceptions of PPC levels as new knowledge was learned through the completion of the tasks. In fact, most instructors highlighted that the group discussions, role-plays, and reflections advanced knowledge that is key for the development of PPC.

Taken together, deductive analysis of the instructor interviews confirm that, at least among the students in the plurilingual group, perceived PPC levels were enhanced. This is an important result as qualitative data analysis confirms the statistical analysis presented in this chapter. Plurilingual instruction afforded opportunities for all students, both Chinese and non-Chinese alike, to share knowledge, learn from their peers, and develop awareness of their plurilingual identity. All of these aspects may have played a key role in the improvement of the students’ perceived PPC levels.

7.3 Summary of the results

To answer the fourth research question, Does plurilingual instruction have an effect on EAP students’ perceived plurilingual and pluricultural competence levels in the treatment group compared to the comparison group over time?, statistical analyses indicate that PPC levels among students in the plurilingual group (treatment) significantly improved over time, after receiving plurilingual instruction, compared to the monolingual group (comparison). In addition, qualitative results from the instructors’ interviews confirm that the students in the plurilingual group had improved PPC levels over time, particularly among the students whose participation was active during the plurilingual tasks.

The findings suggest that plurilingual instruction has a positive effect on students’ perceived PPC levels compared to the students who received monolingual instruction. Deductive analyses from both quantitative and qualitative data sources confirm the affordance of plurilingual instruction. The inclusive nature of plurilingual tasks allowed students, both the Chinese and the non-Chinese, to share their knowledge of languages and cultures and learn from their peers. Furthermore, the frequency of the tasks served to positively reinforce the importance of students’ plurilingual identity, which contributed to validating and strengthening PPC levels.
Chapter 8 presents the conclusion of the study, with discussion of the results, limitations, implications and future directions for the implementation of plurilingual instruction in ELT.
Chapter 8
Conclusion

8  Overview

In this final chapter, I discuss the results of the study and present its limitations. I consider implications for shifting language instruction from a monolingual to a plurilingual paradigm in ELT, with particular attention to pedagogy, research methodology and policy. Finally, I discuss future directions for the implementation of plurilingual instruction in ELT.

8.1  Discussion of results

This concurrent embedded mixed methods study examined plurilingual instruction in an EAP program. The overarching question that guided this study asked the extent to which plurilingual instruction would differ from monolingual instruction in an EAP program, along with an examination of its affordances and challenges. As indicated at the outset of this dissertation, the choice of an EAP program stemmed from the monolingual tradition in ELT, which is prevalent even in multilingual and multicultural settings such as Toronto, Canada, illustrating a need for further inquiry in this context. The study gathered data from both students’ and instructors’ viewpoints through five instruments: classroom observations, student diaries, the PPC scale, student focus groups and instructor interviews.

The results of this study make important contributions to the field of Applied Linguistics, particularly in relation to pedagogy. To my knowledge, this is the first study that investigates plurilingual instruction in ELT by introducing a comparison group for a more fine-grained analysis of affordances and challenges of this type of instruction. In addition, combining both qualitative and quantitative data and including both EAP students and instructors in the investigation enabled an exploration of the same phenomena from different viewpoints and multiple data sources. While past research suggests that plurilingual instruction is beneficial for language learners, an examination of potential affordances and challenges, particularly when compared to monolingual instruction, had not yet been examined. Hence, this study pioneers an investigation of plurilingual instruction relative to monolingual instruction, as well as examines affordances and challenges for both EAP students and instructors, greatly contributing to the body of literature in Applied Linguistics research.
In relation to the methodology, this study also makes important contributions to the field by using a rigorous integrative process of data mixing and analytical analyses. From a pragmatic viewpoint, the use of both qualitative and quantitative paradigms (Johnson, Onwuegbuzie & Turner, 2007; Tashakkori & Teddlie, 2003) provided deeper understandings of plurilingual instruction both from the students’ and instructors’ viewpoints. Furthermore, another measure taken to add validity to the results was the mixing of both inductive and deductive analyses to answer the RQs. This unique methodology accounted for my own bias as a plurilingual researcher and allowed for more nuanced representations of what the data shows. Table 6 summarizes the main themes from both inductive and deductive analytical processes with abductive inferences.

Table 6  
Themes and analysis with abductive inferences

<table>
<thead>
<tr>
<th>Themes</th>
<th>Inductive Analysis</th>
<th>Deductive Analysis</th>
<th>Abductive Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of plurilingual instruction</td>
<td>Plurilingual instruction afforded student engagement in several plurilingual practices, such as translanguaging, cross-cultural comparisons, and intercomprehension</td>
<td>EAP instructors had high comfort levels delivering plurilingual instruction. All instructors advocated for such instruction</td>
<td>Plurilingual instruction can be implemented in existing EAP curriculum through the introduction of pedagogical strategies. Teachers do not need to be plurilingual to deliver plurilingual instruction</td>
</tr>
<tr>
<td>Students’ perceptions of affordances of plurilingual instruction</td>
<td>For EAP students, plurilingual instruction afforded benefits related to cognition, plurilingual and pluricultural awareness, flexibility, additional language and cultural learning, awareness of societal multilingualism and multiculturalism, English language learning, empathy, relatability, critical thinking, and willingness to learn additional languages</td>
<td>All ten categories that emerged from inductive analysis of student diaries were present in inductive analysis of the two focus group with EAP students, confirming the affordances found in the inductive analysis</td>
<td>Plurilingual instruction provides several benefits to EAP students, including cognitive, emotional and social</td>
</tr>
<tr>
<td>Themes</td>
<td>Inductive Analysis</td>
<td>Deductive Analysis</td>
<td>Abductive Analysis</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Students’ perceptions of</td>
<td>EAP students reported difficulties translating concepts from one language to another and the need to maintain a monolingual posture depending on context</td>
<td>No challenges were reported during focus groups</td>
<td>Challenges faced by EAP students are related to plurilingual practices and not the type of instruction per se</td>
</tr>
<tr>
<td>challenges of plurilingual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructors’ perceptions of</td>
<td>EAP instructors found plurilingual instruction to be more effective than monolingual instruction as it challenges monolingual and monocultural ideologies, validates students’ plurilingual practices, promotes engagement, and offers a safe space. It also offers unique opportunities for students to share lived experiences and be in the position of the teacher</td>
<td>EAP instructors have positive attitudes toward plurilingual instruction as it offers several benefits for classroom engagement</td>
<td></td>
</tr>
<tr>
<td>affordances of plurilingual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructors’ perceptions of</td>
<td>EAP instructors found three challenges: English-only policy, lack of diversity in class and purpose of plurilingual tasks</td>
<td>EAP instructors face challenges due to the prevalence of monolingual ideologies. There is a need for teacher training in plurilingual instruction</td>
<td></td>
</tr>
<tr>
<td>challenges of plurilingual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plurilingual and Pluricultural</td>
<td>Plurilingual instruction increases EAP students’ perceived PPC levels significantly over time. EAP instructors confirm PPC levels have a positive effect on students’ PPC levels after engaging in plurilingual instruction</td>
<td>Plurilingual instruction increases EAP students’ perceived PPC levels, a new dimension of language learning particularly important in multilingual settings</td>
<td></td>
</tr>
<tr>
<td>Competence</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Furthermore, the contribution of a unique research design and the integrative data analyses incorporated in this study offer novel data collection instruments that can be used in future studies investigating similar phenomena. One of the most important contributions of this study is the introduction of the PPC scale, in particular, as it is the first scale of its kind in Applied Linguistics research. Based on the new descriptors of the CEFR (CoE, 2018), the PPC scale was designed and validated to measure a new dimension in language learning that had not yet been investigated. While further refinements are needed (see Limitations section), this scale is an important contribution to the field and can be used in future research to advance understandings of this new dimension.

The results of this study contribute greatly to the literature on plurilingualism, language pedagogy, and ELT, as they not only confirm results from past research but advance knowledge with new findings. Theoretically, past research claims that plurilinguals have a rich repertoire that infuses with a diversity of ideas and concepts, which in turn heightens creativity, cognitive flexibility, and innovative thinking (Piccardo, in press; Piccardo & Puozzo Capron; 2013; Skutnabb-Kangas, 2002), but little empirical investigation had been conducted to confirm these benefits. While creativity and innovative thinking were not a concern of this study, the results demonstrate that critical thinking is enhanced when plurilingual instruction is used in the language classroom. Through the engagement in deep reflection about language and cultural use, the students were required to think about their own practices, values and beliefs in relation to different contexts (e.g., Canada and China) while learning different perspectives from other students. This reflective process resulted in critical thinking as the students evaluated their own biases, both linguistically and culturally, based on their own experiences and those of their peers.

These results also confirm the theoretical assumption that plurilinguals develop higher cognitive flexibility (Piccardo, 2017; Boeckmann et al., 2011); although this study goes further to suggest that plurilingual instruction helps develop cognition. Through the plurilingual tasks, the students engaged in a process of comparing languages at the level of phonology, syntax, and semantics, affording unique opportunities to understand similarities and differences between languages and how language “works.” The students developed several cognitive strategies; for example, they noted that idioms across languages can have similar meanings, some languages share similarities in graphic representations and pronunciation patterns, and discourse markers may or may not be commonly used depending on the language being spoken. Cross-cultural comparisons also
allowed the students to think about language depending on context, interlocutors and situation, requiring a deeper cognitive analysis of language and its social use. An example of this cross-cultural comparison was the use of direct and indirect language: students noted that context and interlocutors play a key role but also that different languages can require different registers because they are tied to cultural assumptions. Hence, the development of cognition through plurilingual instruction is an important contribution of this study.

Another relevant result of this study is that plurilingual instruction enhances EAP students’ levels of plurilingual identity, which accords well with past research (Prasad, 2014; Stille & Cummins, 2013). Many students reported being unaware of their plurilingual identity prior to completing plurilingual tasks and this view changed after their participation in such instruction. Similar to past research (Oliveira & Ançã, 2009), the EAP students understood that proficiency levels fluctuate and do not need to be high in order to claim their plurilingual identity, that is, limited proficiency in other languages are part of their plurilingual identity. In addition, similar to Marshall and Moore’s study (2013), the EAP students in this study gained awareness that their plurilingual repertoire can be an asset for communication: for example, when used appropriately, plurilingual practices such as translanguaging, comparon nos langues, and intercomprehension can be useful resources when learning a new language as well as enhancing conversations with other plurilinguals. Likewise, previous research (Bono & Stratilaki, 2009; Corcoll, 2013; Payant, 2015; Vortsman et al., 2009), the results of this study show that language students drew on their plurilingual resources to advance academic English learning and enhanced cognitive skills. What is striking is that not only the L1 was used, but the entire linguistic repertoire, especially in tasks that required intercomprehension. Among the Chinese students, for example, using English to understand a text in French was more efficient than using their L1 given the similarities between English and French. Thus, plurilingual instruction facilitated the students’ use of their entire plurilingual repertoire and helped them realize their plurilingual potential.

Another striking result found in this study was that EAP students enhanced their levels of empathy after completing plurilingual tasks. This was evident in the inductive analysis of the students’ diaries with several accounts of the need to be empathetic, both linguistically and culturally, in intercultural encounters. While past research shows that students with three or more languages have higher open-mindedness and cultural empathy scores relative to students with fewer languages in their repertoire (Dewaele & van Oudenhoven, 2009), this study suggests that
plurilingual instruction also has a positive effect on empathy. Consequently, these findings are important particularly as they suggest that plurilingualism-inspired pedagogies can have a positive effect on linguistic and cultural empathy. Indeed, students related with each other through sharing their experiences and stories. In countries with increasing diversity, such as Canada, these results are important as they can inform both educational policies and pedagogical orientations. In schools, especially the ones with high numbers of linguistically and culturally diverse students, plurilingual instruction can empower students and encourage empathy and relatability.

Unique to plurilingual instruction were affordances related to additional language and cultural learning, which occurred in sync with English language learning. This is an important result as it indicates that, in an English class, learning additional languages and cultures does not take away from students’ English language learning. Instructors and parents who are concerned about whether plurilingual instruction offers similar opportunities for English practice compared to monolingual instruction, have no reasons to worry. The plurilingual practices afforded through the tasks helped EAP students learn English and expand their learning to other languages and cultures. For example, when the students compared idioms in different languages, it helped them gain awareness of their own languages, of English and of the languages of their peers, which was a result of the process or meaning making through translanguaging. This type of instruction also motivated students to be willing to learn more languages in the future, which has the potential to contribute to a richer linguistic repertoire. The fact that students shared their languages in class allowed their peers to have “a taste” of other languages, instilling curiosity and willingness to learn more about these languages.

Past research suggests that plurilingual instruction encourages a plurilingual posture when compared to monolingual instruction (Gajo & Steffen, 2015; Jeoffrion et al., 2014), suggesting that when plurilinguauls are aware of their rich repertoire they can engage in different plurilingual practices. Similarly, in this study, EAP students engaged in several plurilingual practices in the classroom such as translanguaging and cross-cultural comparisons which contributed to an enhanced plurilingual posture. However, the students were also aware that a monolingual posture is necessary in communication exchanges when only one language is shared among interlocutors. This monolingual posture was not seen as a negative factor but rather as part of linguistic flexibility. Adopting a plurilingual or monolingual posture may be necessary
depending on the interlocutors and/or context. Such an important result indicates that choosing a monolingual posture is not necessarily a negative factor. What is important, however, is flexibility and awareness of when to choose either a monolingual or plurilingual posture.

The unique investigation of students’ perceived PPC levels between groups—plurilingual and monolingual—and over time is novel and introduces a new measure to investigate this important dimension of language learning. The results are unique as they suggest that the students in the plurilingual group (treatment) had significantly higher levels of perceived PPC compared to the students in the monolingual group (comparison). These results were confirmed by a deductive analysis of the instructor interviews, showing that plurilingual instruction helped both Chinese and non-Chinese students develop this competence. The relevance of these results lies in the fact that plurilingual instruction is more effective than monolingual instruction for improvement of PPC levels. This is another important contribution to the field.

When it comes to the effectiveness of plurilingual instruction relative to monolingual instruction, the instructors unanimously viewed plurilingual instruction as more beneficial for students given this type of instruction offered opportunities for role reversal, in which the students played the role of the teacher during the tasks, validating their knowledge and empowering them. All seven instructors had high comfort levels with the plurilingual tasks, even the instructor who considered himself monolingual. This suggests that instructors do not have to consider themselves plurilinguals to apply plurilingual instruction. Despite being a less than perfect comparison, this finding somewhat contradicts results from past research suggesting that plurilingual instructors have more awareness of their students’ plurilingual strategies compared to monolingual instructors (Ellis, 2013). Past research also found that most language instructors view their students’ plurilingual strategies as an annoyance, with the exception of a few trained instructors (Pauwels, 2014). In this study, while one instructor considered himself monolingual, he in fact had a rich plurilingual repertoire. It is also important to note that, while the instructors in this study had not received prior training in plurilingual instruction, they were highly experienced with many years of teaching abroad and in Canada, besides being highly educated in the area of Applied Linguistics. One observation that deserves special attention relates to the instructors’ comfort levels in breaking the perceived “English-only” policy. Feelings of guilt and concerns about the extent to which other languages should be included in their teaching were present in the data, even if less frequently. This result is novel and warrants discussions about
pedagogical training and professional development, which are discussed in more details in section 8.4.

Taken together, the results of this study show that plurilingual instruction has several affordances: it enhances EAP students’ plurilingual and pluricultural awareness, cognition, flexibility in language use, awareness of multilingual landscapes, English language learning, additional language and cultural learning, empathy, relatability, critical thinking, and willingness to learn more languages and cultures. It also shows that PPC levels among students who received plurilingual instruction were improved significantly over time compared to students who did not receive this type of instruction. From a pedagogical perspective, instructors unanimously reported that plurilingual instruction is more useful than monolingual instruction. They also reported that plurilingual instruction affords benefits such as shared lived experiences, challenging the monolingual and monocultural mindset, role reversal, validation of plurilingual practices, engagement, and a safe space for sensitive discussions. No challenges of plurilingual instruction from the students’ viewpoints were reported, although two challenges, which were expected, of plurilingual practices were indicated: translation challenges and monolingual posture. The challenges faced by the instructors include challenging English-only policies—even though the EAP program did not have one—a perceived lack of diversity of languages and cultures in the classroom, and the lack of knowledge of the purpose of the plurilingual tasks. Certainly, the affordances of plurilingual instruction far outweigh the challenges, and implementation requires careful considerations, which are discussed in section 8.4.

8.2 Limitations

As with any study that aims to stake out new territory, the research reported in this dissertation has limitations. Although common in classroom research, the intervention had a limited number of hours—approximately seven—within the EAP program. Further, the type of plurilingual instruction included in this study was limited to 10 tasks, one per week, and was only implemented in the ALS course of the EAP program. While the treatment has afforded several benefits among students and instructors, it was short. For a more accurate measurement of the effects of plurilingual instruction in ELT, future studies would ideally obtain a larger number of participants and include a higher number of plurilingual tasks, or even infuse plurilingualism across the entire curriculum, if feasible. It is important to note, however, that many classroom-
based studies have similar limitations as experiments can disrupt the curriculum and the teaching schedule; thus, these limitations were expected.

As for the selection of instructors and instructional practices, all of the instructors were volunteers and had no prior training in plurilingualism. In addition, they were highly educated and had large experience in multilingual and multicultural settings, which might have affected the results of the study in a positive way. Both treatment and comparison groups received 10 tasks, plurilingual and monolingual respectively, which were potential disruptive elements as the implementation of the tasks required that the instructors prepare the delivery and allow time to apply the tasks. While the instructors reported being comfortable with the plurilingual tasks, they were not made aware of the purpose of each task as a way to avoid the Hawthorne effect, which was another potential element of disruption. Ideally, future studies should include plurilingual training sessions that could support instructors to understand the clear purposes of the tasks as well as explore CEFR’s (CoE, 2018) PPC descriptors.

As for the methods, this study included the PPC scale which, although reliable, posed limitations to the study’s ecological validity. The PPC scale was designed specifically for this study and the proficiency levels of the EAP student participants and it might not be applicable to all ELT contexts. While the validation process was carefully done, statistical analyses show that the scale is reliable with 24 items, although the level of reliability can be strengthened. Future studies might further strengthen its reliability by including simpler language and/or translating the 24 items in the languages spoken by the participants to enhance understanding of the construct being measured. Further statistical analyses using data from language students from different linguistic and cultural backgrounds can also be conducted to enhance the reliability of the scale in other contexts. In addition, while the EAP students were not made aware of the purposes of the study, they were aware that the tasks, diary entries and focus groups were elements of the research study and it could be that students limited their comments to offer mostly positive ones, even though both negative and positive comments were encouraged. The same limitation might have occurred during the classroom observation with the students showing their best behaviours given my presence as a researcher. Similarly, my presence as a researcher during instructor interviews could also have yielded mostly positive feedback. Future research can include data collection that is somewhat infused in the teaching to avoid potential biases. For example, if plurilingual instruction is an existing component of the language curriculum, samples of student
notes and tasks could be collected by the instructor and be part of the data collection. In addition, classroom observations could be replaced with audio or video recordings made by the students on a more frequent basis, which could also become valuable data.

Overall, despite the limitations, the results reported here make significant contributions both methodologically and pedagogically. From a methodological perspective, it included the PPC scale, a novel data collection instrument that can be used in future studies. From a pedagogical perspective, it provides instructors and researchers with understandings of the affordances and challenges of plurilingual instruction, along with its implementation.

8.3 Implications

8.3.1 Methodological implications

This mixed methods study included both qualitative and quantitative data sources to provide a detailed examination of the effects of plurilingual instruction on students’ PPC levels. While five types of data sources were used, two of them deserve special attention: learner diaries and the PPC scale. The weekly diaries collected rich information about how the students perceived the plurilingual tasks providing detailed information about both affordances and challenges. Although diaries have been widely used in Applied Linguistics research, it can be particularly beneficial in classroom research that examines the effects of instructional approaches. Future studies might want to include diaries to gain information about students’ perceptions of instruction over time through weekly entries. Another methodological contribution of this study was the PPC scale, which measured students’ perceived PPC levels over time. This is a novel contribution to Applied Linguistics research as it measures a new dimension in language learning and can be used in future studies investigating similar instructional approaches and research examining PPC levels among different demographics. For example, future studies can examine PPC levels across age groups, number of languages spoken, and educational levels, among other demographic factors. Studies including these two types of data sources can gain different perspectives of affordances and challenges of plurilingual instruction, as well as PPC levels over time and different demographic factors.
8.3.2 Policy implications

This study suggests that all of the instructors preferred plurilingual instruction compared to monolingual instruction, but some were still concerned about the so-called “English-only policy” given its historical tradition in ELT. Although an English-only policy was non-existent in the research site where the study took place, some instructors still expressed concerns about the extent to which other languages should be used in the EAP classroom. Given that the monolingual tradition has prevailed in ELT, and many ESL, EFL, and EAP programs do not necessarily need to follow provincial or federal policies in Canada or in other countries, it often remains the responsibility of school administrators to either allow the use of other languages in the classroom or not. In this sense, the CEFR and its descriptors (CoE, 2001; 2007) can guide internal policies as a way to maintain a plurilingual environment in schools and programs, thereby supporting both instructors and students in their plurilingual agency. The results of this study provide evidence that plurilingual instruction offers more benefits to both students and instructors relative to monolingual instruction; thus, it is hoped that these results contribute to shifting language policies, even if at the school level, from a monolingual to a plurilingual ideology.

8.3.3 Pedagogical implications

This study suggests that plurilingual instruction can be more beneficial than monolingual instruction in ELT, a field that has been traditionally monolingual. It also suggests plurilingual instruction offers several affordances to both the students and instructors and deserves attention in ELT. Pedagogically, a practical achievement of this study was the potential of shifting ELT from a monolingual to a plurilingual paradigm; once instructors are supported by policies that include plurilingualism, even if these are internal school decisions, they can shift to a plurilingual mindset without feeling guilty or being accused of wrongdoing if languages other than English are used in the classroom. Another important achievement of this study was that it linked the theory of plurilingualism into practice and provided one way of implementation in an EAP program.
8.4 Future directions for the implementation of plurilingualism in ELT

Along with the implications of this study and based on its results, I offer recommendations for the inclusion of plurilingual instruction in ELT programs. To start, teacher training programs such as Bachelors of Education, and professional certificates for instructors of English such as TESL, TESOL and TEFL, could include one or more course components on the implementation of plurilingual instruction. Traditionally, these training programs are aimed at preparing individuals to teach English and mainly focus on classroom methodology, linguistic items (i.e. grammar, writing, speaking) and assessment. While these items are essential, shifting the paradigm from monolingual to plurilingual could be beneficial, particularly in multilingual and multicultural contexts. While plurilingualism is not new (Canagarajah, 2009; CoE, 2001), the link between theory and pedagogy needs to be further explored. The study reported in this dissertation is one example of how collaboration among researchers, instructors and students can help translate the theory of plurilingualism into classroom practice. Results from past research suggest that language instructors are unprepared to deliver pedagogy that is linguistically and culturally inclusive (Ellis, 2013; Pauwels, 2014), and teacher education in the area of plurilingualism is needed. In the study reported here, although all the instructors felt comfortable applying the plurilingual tasks, such implementation was possible because of instructors’ extensive lived experiences with languages and cultures, which may not be the case among less experienced instructors. Furthermore, two main challenges that emerged in the data deserve attention: knowledge of the goals of plurilingual instruction and support for the use of languages other than English in the classroom. Thus, it is paramount that teacher training programs include these two areas as part of the curriculum for successful pedagogical implementation of plurilingualism. Such change will prepare both pre- and in-service instructors to shift their pedagogical orientations and develop a plurilingual posture, and it can be particularly helpful with novice instructors who have not yet gained the lived experiences of the instructor participants in this study.

One way to support instructors with the implementation of plurilingualism is the use of descriptors when planning the language curriculum. For example, the plurilingual and pluricultural descriptors recently published in the Companion Volume of the CEFR (CoE, 2018) can help shift instruction from monolingual to plurilingual. When preparing the outcomes of
language tasks, instructors can make use of these descriptors to set clear goals. Certainly, tasks do not have to be strictly focused on PPC descriptors; they can, in fact, include other descriptors such as linguistic, sociolinguistic, and pragmatic competence, depending on the goal of each task. In addition, a bottom-up approach, one which researchers and/or administrators collaborate with instructors to support the implementation of plurilingual and pluricultural descriptors is paramount for its success. Another way is to adapt tasks in the school’s existing ELT curriculum to include a PPC component rather than building an entire novel curriculum. The key lies in shifting the instructors’ mindsets first so that they can design their own tasks that include a PPC component. Therefore, the CEFR (CoE, 2018) can be a catalyst to shift paradigms and provide support for instructors when planning their lessons.

Plurilingual instruction should be seen as context-specific (Piccardo & Galante, 2018; Piccardo, 2013; Marshall & Moore, 2018) and successful implementation depends on an analysis of the language program, population and collaboration with instructors. One important consideration is the extent to which plurilingual tasks can be embedded in the school’s existing ELT curriculum. For example, in ELT programs that follow a strictly monolingual framework for teaching English, plurilingual instruction needs to be implemented gradually, perhaps by starting with one plurilingual task per week to subsequently infuse plurilingualism in the entire curriculum. Another important consideration is the student population and the level of experience with languages and cultures. In an EFL program in which most of the students share the same first language and have little experience with other languages, tasks could perhaps explore linguistic diversity within the same language, with different registers and dialects. As well, the introduction of other languages may need to be more or less limited depending on the geographical location or linguistic tensions. For example, high levels of plurilingualism can be embedded in ELT programs in a multilingual city such as Basel, in Switzerland, given its proximity to France and Germany and where intercultural encounters are the norm. Immigrant and indigenous languages also deserve special attention in plurilingual instruction. Similar levels of plurilingualism can also be present in Montreal, Canada, where French is the official language but several immigrant and indigenous languages coexist within a multilingual landscape. However, given political battles and the need to maintain French as the official language in Montreal, it is equally important that French be enhanced while plurilingualism is encouraged. Because plurilingualism is mainly concerned with individual experiences, it should not be seen as a threat or the
promotion of one language at the expense of another. Nevertheless, an analysis of the context is necessary when implementing plurilingual instruction.

Taken together, future directions for the implementation of plurilingualism involve several stakeholders as well as support from policy and teacher education programs. Through inviting students to share their languages and cultures in the classroom as well as engaging them in purposefully completing tasks that enhance PPC, ELT instructors are not only teaching English but also equipping students with skills to gain the competence needed for citizens in the 21st century. Drawing on the results of this mixed methods study in Toronto, Canada, suggestions can be made to expand plurilingual instruction to other contexts along with continuing instructor support through teacher development programs. Given increasing levels of mobility, migration and globalization, language users need to be prepared to communicate effectively with people from diverse linguistic and cultural backgrounds (CoE, 2001; Moore & Marshall, 2018; Piccardo, 2013). With plurilingual instruction, students can develop a competence that allows openness to linguistic and cultural differences, agency over their linguistic and cultural repertoire, and validation of plurilingual identity. As rightly expressed by one of the students in this study, plurilingual instruction can help students to not perceive the other person as different, but as part of you (Zuco, Task 4).
References


http://www.coe.int/t/dg4/linguistic/Source/PlurilingualEducation_EN.pdf


http://www.coe.int/t/dg4/linguistic/Guide_niveau3_EN.asp - TopOfPage


Appendices

Appendix 1: Companion website
Task 5
Idioms in Different Languages

Essentially,

Surprisingly,

What I mean is,

Task 6
High and Low Communication Styles

Task 7
Pluricultural Communication

Task 8
Intercultural Encounters

Task 9
Intercomprehension

International

Task 10
Final Reflection

Funding and Awards
University of Toronto
Ontario Graduate Scholarship (OGS)
Social Sciences and Humanities Research Council (SSHRC)
The International Research Foundation for English Language Education (TIF) - Doctoral Dissertation Grant 2017
International Foundation Program (IFP) at New College - University of Toronto - Senior Doctoral Fellowship 2017
Appendix 2 Ethical review approval

PROTOCOL REFERENCE # 39690
November 23, 2016

Dr. Enrica Piccardo
DEPT OF CURRICULUM, TEACHING &
LEARNING
OISE/UT

Ms. Angelica Galante
DEPT OF CURRICULUM, TEACHING &
LEARNING
OISE/UT

Dear Dr. Piccardo and Ms. Angelica Galante,

Re: Your research protocol entitled, "Exploring the impact of plurilingual education on adult English language learners' linguistic and cultural repertoire"

ETHICS APPROVAL

We are writing to advise you that the Social Sciences, Humanities, and Education Research Ethics Board (REB) has granted approval to the above-named research protocol under the REB's delegated review process. Your protocol has been approved for a period of one year and ongoing research under this protocol must be renewed prior to the expiry date.

Any changes to the approved protocol or consent materials must be reviewed and approved through the amendment process prior to its implementation. Any adverse or unanticipated events in the research should be reported to the Research Oversight and Compliance Office - Human Research Ethics Program as soon as possible.

Please ensure that you submit an Ethics Renewal Form or a Study Completion/Closure Report 15 to 30 days prior to the expiry date of your current ethics approval. Note that ethics renewals for studies cannot be accepted more than 30 days prior to the date of expiry.

If your research is funded by a third party, please contact the assigned Research Funding Officer in Research Services to ensure that your funds are released.

Please note, all approved research studies are eligible for a routine Post-Approval Review (PAR) site visit. If chosen, you will receive a notification letter from our office. For information on PAR, please see

Best wishes for the successful completion of your research.

Yours sincerely,

Matthew Brower, Ph.D.
REB Chair

Research Oversight and Compliance Office - Human Research Ethics Program
McMurchy Building, 12 Queen's Park Crescent West, 2nd Floor, Toronto, ON M5S 1S8 Canada
Tel. +1 416 946-3273 ● Fax. +1 416 946-5763 ● ethics.review@utoronto.ca ● http://www.research.utoronto.ca/for-researchers-administrative/ethics/
Appendix 3. Blackboard recruitment announcement

Blackboard Recruitment Announcement of Potential Student Participants in the Comparison Group (Monolingual)

Dear students,

My name is Angelica Galante and I am PhD student in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education at University of Toronto. I am sending this email to ask if you would be interested in participating in a research study.

My study will examine how classroom practices can help EAP students learn skills they will need in their university programs. My goal is to help you be confident about their English skills and help researchers and teachers decide whether to use these classroom practices in their future teaching.

For the study, I will need participants to:

1) Complete a questionnaire about your background (age, language learning experience, etc.) in January 2017 out of class time. This will take approximately 10 minutes of your time;
2) Complete a survey about languages and cultures in January 2017 out of class time. This will take approximately 10 minutes of your time;
3) Complete another survey about languages and cultures in April 2017 out of class time. This will take approximately 10 minutes of your time.

As compensation for your participation, you will be offered free weekly tutoring classes with extra academic support for all students who wish to participate in the study, for a period of 10 weeks. These classes will include practice academic language and conversation skills. These classes are not mandatory and you can attend the classes if you wish. This is a great opportunity for you to learn more academic skills that will help you with your university program.

I would like to invite you to an information session on Friday, January XXXX from XXX to XXX, at the XXXX, in Room XX. In this information session, I will provide you with details on:

1) The purpose of the study
2) What you will be asked to do if you participate in the study
3) How I will keep your information private and how I will collect and erase your data
4) Information about the benefits you will receive if you participate and any risks involved
5) How you can agree to participate in this study

If you have any questions before the information session, I will be happy to answer them. You may also contact my supervisor, Dr. Enrica Piccardo, by email at XXXXXXXX, or by telephone at XXXXXXXXXX. If you have questions about your rights as a research participant, you may contact The Office of Research Ethics by email at ethics.review@utoronto.ca, or by telephone at 416-946-3273.

I look forward to meeting you on XXXX.

Best regards,
Angelica Galante, OISE/UT
Blackboard Recruitment Announcement of Potential Student Participants in the Treatment Group (Plurilingual)

Dear Students,

My name is Angelica Galante and I am PhD student in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education at University of Toronto. I am sending this email to ask if you would be interested in participating in a research study. My study will examine how classroom practices can help EAP students learn skills they will need in their university programs. My goal is to help you be confident about their English skills and help researchers and teachers decide whether to use these classroom practices in their future teaching. For the study, I will need participants to:

1) Complete a questionnaire about your background (age, language learning experience, etc.) in January 2017, out of class time. This will take approximately 10 minutes of your time;
2) Complete a survey about languages and cultures in January 2017, out of class time. This will take approximately 10 minutes of your time;
3) Complete 10 tasks (your teacher will give you these tasks) during class time;
4) Write your opinion about each of the 10 tasks on a diary. This will take approximately 5 minutes of your time per week;
5) Let me observe your class 4 times;
6) Complete another survey about languages and cultures in April 2017, out of class time. This will take approximately 10 minutes of your time;
7) If invited to participate in a focus group, attend a one-hour meeting with other XXXX students and myself where I will ask you to talk about the tasks you have done in class.

As compensation for your participation, you will be offered free weekly tutoring classes with extra academic support for all students who wish to participate in the study, for a period of 10 weeks. These classes will include practice academic language and conversation skills. These classes are not mandatory and you can attend the classes if you wish. This is a great opportunity for you to learn more academic skills that will help you with your university program. Also, if you wish, I can provide you with constructive feedback about your writing (from the entries in your learner diary).

I would like to invite you to an information session on Friday, January XXXX from XXX to XXX, at the XXXX, in Room XX. In this information session, I will provide you with details on:

1) The purpose of the study
2) What you will be asked to do if you participate in the study
3) How I will keep your information private and how I will collect and erase your data
4) Information about the benefits you will receive if you participate and any risks involved
5) How you can agree to participate in this study

If you have any questions before the information session, I will be happy to answer them. You may also contact my supervisor, Dr. Enrica Piccardo, by email at XXXXXXXX, or by telephone at XXXXXXXX. If you have questions about your rights as a research participant, you may contact The Office of Research Ethics by email at ethics.review@utoronto.ca, or by telephone at 416-946-3273.

I look forward to meeting you on XXXXX.

Best regards,
Angelica Galante, OISE/UT
Appendix 4. Consent forms

Information Letter and Consent Form for Administrator

Dear XXXXXXXXXXXX Administrator,

My name is Angelica Galante and I am Doctor of Philosophy candidate in the Language and Literacies Education program in the Department of Curriculum, Teaching and Learning at OISE/UofT. I am writing to ask if you would be interested in participating in a research project related to linguistic and cultural diversity in English for Academic Purposes (EAP). After reading the detailed information below, if you wish to participate in the research study, please complete and return the consent form attached to this document to me. Thank you very much.

Title of Research Project: *Exploring the Impact of Plurilingual Education on Adult English Language Learners’ Linguistic and Cultural Repertoire*

Principal Investigator: Angelica Galante, PhD Candidate, Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education.

Purpose of the Study: My study aims to investigate whether a plurilingual approach to language learning positively impacts learners’ perceptions of linguistic and cultural diversity. My ultimate goal is to help learners gain self-confidence and be autonomous language learners as well as contribute to future educational policies suggesting good educational practices.

Participants: I would be recruiting approximately 100 students from the XXXXXXXXXX (Faculty of Arts and Sciences stream). As my study will compare linguistic and cultural diversity among students who participate in a plurilingual group, I will attempt to recruit approximately 50 students who will attend classes with plurilingual tasks (treatment group) and 50 students who will attend classes with no plurilingual tasks (comparison group). Participation in the study will be strictly voluntary.

Benefits:

For students: The 50 students in the treatment groups will perform similar tasks to the ones they usually perform in the classroom on a regular basis in the EAP Program, and will be compatible with the goals of developing their communicative language proficiency. In addition, all the 100 students from both comparison and treatment groups will have the opportunity to practice their English skills extra class, which might be appealing to some of them. All students who wish to participate in the study (both treatment and comparison groups) will also have the opportunity to complete a demographic questionnaire and a survey, and will benefit from practicing academic English while completing the data. In addition, I will offer free weekly one-hour consultation meetings to offer extra support for all students who wish to participate in the study.

For instructors: All the instructors, from both comparison and treatment groups, will have a unique opportunity to have a researcher conduct a formal study with their students, which might be a motivating factor for instructors, especially the ones who are interested in research in higher education. In addition, the instructors who volunteer to be in the treatment groups will have the opportunity to implement tasks that have been developed based on the most recent language
learning theories. These tasks promote language and cultural diversity, which is a main aim of your program at XXXXXXXXX. Teachers will receive an invitation to co-author a peer-reviewed article with the researcher, which might be another motivating factor for instructors.

**Instructors’ rights:** It is important that instructors who are willing to participate in this research and are selected to be part of the treatment groups feel comfortable implementing the 10 tasks I am proposing and that you provide them consent to do so. Therefore, there will be no risk to teachers’ workplace inclusion and climate to their employment security by participating in this research. Participating teachers will not be penalized in any way as a result of their selection to participate in this research.

**What participants will do:** I am asking if you would be willing to allow me to first recruit approximately 5-7 teachers who would be willing to participate in this study. They will choose to be part of a treatment group and/or of a comparison group. This would involve me approaching instructors with letters and consent forms if they respond to an invitation email saying they wish to participate in the study. I will also need your permission to conduct 1 workshop with the teachers so we can pilot some of the tasks they will be using in their classes. I would also ask the teachers to post announcements on Blackboard asking their own students if they wish to participate in the study. The announcement will also contain general information about the study as well as the commitment involved for participants. If provided with permission, I will send a brief email to instructors explaining my research needs.

If provided with consent from both teachers and students, I will book a room within the XXXXXXXX building once a week, a total of 14 weeks for a one-hour extra class period. This time period will take place outside of any regularly scheduled classes within the EAP program. Students who wish to participate in the study, from both comparison and treatment groups, will be able to attend these extra classes to practice their English skills. In the first week of the program, this room will also be used so I can carry out Information Sessions with students who are interested in participating in the study. In addition, this room will be used for a period of one and a half hours so I can conduct two focus groups with participants from the treatment groups, which will be audio-recorded. All the information about data collection would be made clear to them in both the Information Session as well as their consent forms in plain, simple language appropriate for their language level. No other instructors would be present during any data collection, and student confidentiality would be strictly maintained.

**Participants’ Rights**

- **To Confidentiality:** All participants’ identities will be kept strictly anonymous and confidential through the use of pseudonyms in both the analysis of the data and the oral and written reporting of the findings. Only my supervisor, Dr. Enrica Piccardo, will have access to these recordings. This information will be kept on a password protected external hard drive in my home that will be locked in a cabinet and all data will be destroyed no later than five years from now.

- **To Ask Questions about the Research:** If you would like to ask questions about this research project, you may do so at any time. Please contact me (Angelica Galante) at XXXXXXXX or XXXXXXXXX, or you may speak to me directly. You may also contact my supervisor, Dr. Enrica Piccardo, regarding questions at XXXXXXXX or XXXXXXXXX. The University of Toronto also has an office regarding ethics if you want more
information about your rights as a research participant, or to verify the authenticity of this research. You may contact the Office of Research Ethics at 416-946-3273 or ethics.review@utoronto.ca

- **To Withdraw at Any Time:** You may withdraw from the study at any time by contacting me. Students, teachers, and administrators alike may decide to end their participation in this study at any time for any reason and any information collected on them will be destroyed. **However, once my research findings are reported or published, you CANNOT withdraw.**

**Risks:** There are no potential risks in your decision to participate in this study.

Please read and sign the attached consent form if you are willing to allow me access in your program to collect data for this study. Additionally, I will provide letters and consent forms for all instructors and students who wish to participate in the study. Upon completion of the study, I will also deliver a presentation to the staff of my main research findings detailing the impact of a plurilingual education in EAP programs. Teachers and students may also request copies of this presentation by contacting me.

Sincerely,

Angelica Galante
OISE/UT

PLEASE KEEP A COPY OF THIS LETTER FOR YOUR RECORDS

******************************************************************************

I have read Angelica Galante’s letter describing the goals of the research project and I understand that my participation will involve the following activities and conditions:

**Activities**

- Assist Ms. Galante in contacting instructors who may be willing to permit her to arrange an appointment with them in which the study will be described. The message to be posted as an announcement on Blackboard will also be provided to the instructor and they may distribute them within their classroom if they wish, as well as provide a brief one to two minute explanation of the study and commitment involved;
- Assist Ms. Galante in the coordination of a date and time to meet with instructors and students in the explanation of the study as well as to provide them with recruitment letters and consent forms;
- Assist Ms. Galante with room booking within XXXXXX building so data collection can take place.
Conditions

• Any information gathered on students or teachers, including their willingness to participate, will be kept strictly confidential and all participants’ identities will be kept anonymous during the collection, analysis, and reporting of the research data; no identifying information will be used in the reporting of the data either in presentations or in written research reports.
• I understand that data collected on students may be used in academic publications or presentations. However, no identifiable information related to participants will be included whatsoever.
• I will receive a copy of the presentation summarizing the findings of the study.
• I may withdraw before the study is reported or published at any time with no penalty. However, once the study is reported or published, I may NOT withdraw.
• I consent that participating teachers can use the 10 activities proposed by the researcher and that they will not be penalized in any way as a result of their selection to participate in this research.

YES, I agree to participate in the research
Name: ______________________________________
Email: ______________________________________
Signature: ____________________________________
Date: ________________________________________

NO, I do not agree to participate in the research
Name: ______________________________________
Date: ________________________________________
Signature: ____________________________________
Information Letter and Consent Form for Instructors

Dear Instructor,

My name is Angelica Galante and I am Doctor of Philosophy student in the Language and Literacies Education program in the Department of Curriculum, Teaching and Learning at OISE/UofT. I am writing to ask if you would be interested in participating in a research project related to linguistic and cultural diversity and self-confidence in English as an additional language. After reading the detailed information below, if you wish to participate in the research study, please complete and return the consent form attached to this document to me. Thank you very much.

Title of Research Project: Exploring the Impact of Plurilingual Education on English Language Learners’ Linguistic and Cultural Repertoire

Principal Investigator: Angelica Galante, PhD Candidate, Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education.

Purpose of the Study: My study aims to investigate whether a plurilingual approach to language learning positively impacts learners’ perceptions of linguistic and cultural diversity. My ultimate goal is to help learners gain self-confidence and be autonomous language learners as well as contribute to future educational policies suggesting good educational practices.

Participants: I would be recruiting approximately 100 students from XXXXXXX (Faculty of Arts and Sciences stream). As my study will compare linguistic and cultural diversity among students who participate in a plurilingual group, I will attempt to recruit approximately 50 students who will attend classes with plurilingual tasks (treatment group) and 50 students who will attend classes with no plurilingual tasks (comparison group). Participation in the study will be strictly voluntary.

Benefits: The students in the treatment groups will perform similar tasks to the ones they usually perform in the classroom on a regular basis in the EAP Program, and will be compatible with the goals of developing their communicative language proficiency. In addition, all the students from both comparison and treatment groups will have the opportunity to practice their English skills extra class, which might be appealing to some of them. All students who wish to participate in the study (both treatment and comparison groups) will also have the opportunity to complete a demographic questionnaire and a survey, and will benefit from practicing academic English to complete academic documents. In addition, I will offer weekly tutoring classes to offer extra academic support for all students who wish to participate in the study. These classes will include practice on academic English.

What participants will do: First, I am asking if you would be willing to participate in this study, although data will be collected from your students and not you. I will recruit approximately 5-7 teachers who will choose to be part of a treatment group and/or a comparison group. If you choose either the comparison or the treatment group, or both (if you have two classes), I will need you to use 10 tasks in each of your classes. These tasks will be made available to you on a Google Drive folder. I will also ask you to post an announcement on Blackboard with an invitation for your students to participate in the study. The announcement
will also contain general information about the study as well as the commitment involved for participants. If provided with your permission, I will provide you with the information letters and consent forms for you to complete confirming your interest in the study.

If provided with your consent, I will book a room within the XXXXXXX building once a week, a total of 14 weeks for a one-hour extra class period. This time period will take place outside of any regularly scheduled classes within the EAP program. Students who wish to participant in the study, from both comparison and treatment groups, will be able to attend these extra classes to practice their English skills. In the first week of the program, this room will also be used so I can carry out Information Sessions with students who are interested in participating in the study. In addition, this room will be used for focus groups with participants from the treatment groups, which will be audio-recorded. All the information about data collection would be made clear to your students in both the Information Session as well as their consent forms in plain, simple language appropriate for their language level. No other instructors will be present during any data collection, and student confidentiality would be strictly maintained.

Participants’ Rights

- **To Confidentiality:** Your identity will be kept strictly anonymous and confidential and I will keep your decision to advertise the research study in your classroom strictly confidential from all administrators, colleagues, and students.

- **To Your Rights:** If you are selected to be part of the treatment group, I will ask you to implement 10 tasks in your classes. Your employer has provided consent for you to implement these tasks and there will be no risks to your workplace inclusion and climate to your XXXXXXX employment security by participating in this research. You will not be penalized in any way as a result of your selection to participate in this research.

- **To Ask Questions about the Research:** If you would like to ask questions about this research project, you may do so at any time. Please contact me (Angelica Galante) at XXXXXXX or XXXXXXXX, or you may speak to me directly. You may also contact my supervisor, Dr. Enrica Piccardo, regarding questions at XXXXXXX or XXXXXXXXX. The University of Toronto also has an office regarding ethics if you want more information about your rights as a research participant, or to verify the authenticity of this research. You may contact the Office of Research Ethics at 416-946-3273 or ethics.review@utoronto.ca

- **To Withdraw at Any Time:** You may withdraw from the study at any time by contacting me. Students, teachers, and administrators alike may decide to end their participation in this study at any time for any reason and any information collected on them will be destroyed. **However, once my research findings are reported or published, you CANNOT withdraw.**

Risks: There are no potential risks in your decision to participate in this study.

Please read and sign the attached consent form if you are willing to participate in this study. Additionally, I will provide letter and consent forms for all students who wish to participate in the study. Upon completion of my study, I will also provide the administrator with a report of my main research findings detailing which tasks were most effective at encouraging certain types of interaction among students and how this varied by their proficiency level. Teachers and students may also request copies of this report by contacting me.
Sincerely,

Angelica Galante
OISE/UT

PLEASE KEEP A COPY OF THIS LETTER FOR YOUR RECORDS

******************************************************************************

I have read Angelica Galante’s letter describing the goals of the research project and I understand that my participation will involve the following activities and conditions.

Activities

• Post an announcement on Blackboard for your students with details about the study as well as the time and location of a brief information session in which students will learn about the study and the commitment involved
• Apply 10 communicative tasks (one per week) of approximately 30 minutes with your students

Conditions

• Any information gathered on students or teachers, including their willingness to participate, will be kept strictly confidential and all participants’ identities will be kept anonymous during the collection, analysis, and reporting of the research data; no identifying information will be used in the reporting of the data either in presentations or in written research reports
• I understand that data collected on students may be used in academic publications or presentations. However, no identifiable information related to participants will be included whatsoever.
• I will receive a copy of the research report summarizing the findings of the study
• I may withdraw before the study is reported or published at any time with no penalty. However, once the study is reported or published, I may NOT withdraw.

_______ YES, I agree to participate in the research
Name:______________________________________
Email:______________________________________
Signature:____________________________________
Date: ______________________________________

_______ NO, I do not agree to participate in the research
Name: _________________________________
Date: __________________________________
Signature: ________________________________
Dear Student,

My name is Angelica Galante and I am Doctor of Philosophy student in the Language and Literacies Education program in the Department of Curriculum, Teaching and Learning at OISE/UofT. I am writing to see if you would be interested in participating in a project related to improving English skills necessary for your university program. After reading the detailed information below, if you wish to participate in the research study, please complete and return the consent form attached to this document to me. Thank you very much.

**Title of Research Project:** Exploring the Impact of Plurilingual Education on Adult English Language Learners’ Linguistic and Cultural Repertoire

**Principal Investigator:** Angelica Galante, PhD Candidate, Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education.

**Purpose of the Study:** My study will examine which classroom practices have positive impact on your English skills. My ultimate goal is to help you with skills that will help with your university programs as contribute to future educational policies suggesting good educational practices in English teaching.

**Participants:** I am looking for students from XXXXXX (FAS stream). I would like to find approximately 100 students. In order to participate in this study, you must:

1) Be enrolled in the XXXX (FAS)  
2) Be an international student  
3) Be willing to complete a questionnaire, and a survey  
4) Be over 18 years old  
5) Speak a first language that is not English

**Benefits:** 1) You will practice academic English to complete the questionnaire and the survey, and you will learn that this is a skill you will need for your academic program at XXXX; 2) You will be offered free weekly tutoring classes with extra academic support for all students who wish to participate in the study for a period of 10 weeks. These classes will include practice on academic language and conversation skills.

**What participants will do:** In the beginning of your XXXX classes, you will be asked to complete a questionnaire about yourself (where you come from, languages you speak, etc.), and a survey about activities you believe help you with your English. This will take approximately 20 minutes. In the end of the term, in April, you will be asked to complete one more survey, which will take approximately 10 minutes. If you agree, I will use your answers in academic publications and/or presentations of my research. However, I will keep your identity private. If you wish to participate in the research, please answer ALL the questions in the questionnaire and in the survey.
Participants’ Rights

- **To Confidentiality:** I will not use your real name when I analyze and report your information in my study. I will use a fake name when I write down your speech and use it for my research. Only my supervisor, Dr. Enrica Piccardo, can listen to these recordings. I will keep your information on a password protected external hard drive in my home in a locked drawer, and I will erase your data after 5 years. No other teachers or administrators will hear your recording. This means that you do not need to worry about your other teachers or administrators hearing what you say during the interview.

- **To Ask Questions about the Research:** If you would like to ask questions about this research project, you may do so at any time. Please contact me (Angelica Galante) at XXXXX or XXXXXXXX, or you may speak to me directly. You may also contact my supervisor, Dr. Enrica Piccardo, regarding questions at XXXXX or XXXXXXXXXX. The University of Toronto also has an office regarding ethics if you want more information about your rights as a research participant, or to verify the authenticity of this research. You may contact the Office of Research Ethics at 416-946-3273 or ethics.review@utoronto.ca

- **To Withdraw at Any Time:** You may withdraw from the study at any time by contacting me. If you would like me to erase the audio recording and any other information I have about you, please tell me this by contacting me by phone or email, and I will erase everything immediately. **However, once my research findings are reported or published, you CANNOT withdraw.** You will still receive coffee and snacks at the end of each workshop you attend.

**Risks:** You may feel shy or uncomfortable when speaking with your partner if you do not feel confident about your English ability. However, the activities will be very similar to the activities you do everyday in your regular English classes.

Please read and sign the attached consent form if you would like to participate in this study. When my study is complete, you may also ask for a report of my research results by contacting me. This report will explain which tasks were best for students with different ability levels.

Sincerely,

Angelica Galante
OISE/UT

PLEASE KEEP A COPY OF THIS LETTER FOR YOUR RECORDS

I have read Angelica Galante’s letter about the research project and I understand that my participation will involve the following activities and conditions.

**Activities**

- You will:
  1) Complete a questionnaire about your background (age, language learning experience, etc.) in January, 2017
  2) Complete a survey about languages and cultures in January, 2017
  3) Complete another survey about languages and cultures in April, 2017
• Ms. Galante may use my information in academic publications and/or presentations. However, my identity will be kept private.

Conditions
• Ms. Galante will keep my information private from everyone, including my teachers.
• I will receive a copy of the research report summarizing the findings of the study if I ask Ms. Galante for a copy.
• I may leave the study at any time with no problems; this will not affect my teacher’s opinion of me or my grades. I may withdraw before the study is reported or published at any time with no penalty. However, once the study is reported or published, I may NOT withdraw.

_____ YES, I agree to participate in the research
Name:______________________________________
Email:______________________________________
Signature:___________________________________
Date: _______________________________________

_____ NO, I do not agree to participate in the research
Name:______________________________________
Date: _______________________________________
Signature:___________________________________
Dear Student,

My name is Angelica Galante and I am Doctor of Philosophy student in the Language and Literacies Education program in the Department of Curriculum, Teaching and Learning at OISE/UofT. I am writing to see if you would be interested in participating in a project related to improving English skills necessary for your university program. After reading the detailed information below, if you wish to participate in the research study, please complete and return the consent form attached to this document to me. Thank you very much.

Title of Research Project: Exploring the Impact of Plurilingual Education on Adult English Learners’ Linguistic and Cultural Repertoire

Principal Investigator: Angelica Galante, PhD Candidate, Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education.

Purpose of the Study: My study will examine which classroom practices have positive impact on your English skills. My ultimate goal is to help you with skills that will help with your university program and contribute to future educational policies suggesting good educational practices in English teaching.

Participants: I am looking for students from XXXXXX (FAS stream). I would like to find approximately 100 students. In order to participate in this study, you must:

1) Be enrolled in XXXXX (FAS) 6) Be over 18 years old
2) Be an international student 7) Speak a first language that is not English
3) Be willing to complete a questionnaire and a survey 8) Be willing to complete 10 tasks during your classes
4) Be willing to have me observe your class 3 times
5) Be willing to write 10 entries in a diary (approximately a page each) about your opinion of the 10 tasks
9) You might be invited to participate in a focus group. If so, you must be willing to attend a one-hour meeting with other students to talk about the tasks you completed.

Benefits: 1) You will practice academic English to complete the questionnaire and the survey, and you will learn that this is a skill you will need for your academic program at XXXXX; 2) You will be offered free weekly tutoring classes with extra academic support for all students who wish to participate in the study for a period of 10 weeks. These classes will include practice academic language and conversation skills; 3) If you wish, you will receive feedback from me about your written English when you write your diary; 4) If invited to participate in the focus group, you will be able to practice your oral skills; 5) In addition, you will receive snacks and refreshments such as coffee, juice, sandwiches, and cookies during the focus group.
What participants will do: In January 2017, you will be asked to complete a questionnaire about yourself (where you come from, languages you speak, etc.), and a survey about activities you believe help you with your English. This will take approximately 25 minutes. During your program, your instructor will give you 10 tasks to be completed in class. You will be asked to write your opinion about these tasks on a weekly basis on a diary I will provide to you. In the end of the term, in April 2017, you will be asked to complete one more survey, which will take approximately 10 minutes. Finally, in April 2017, you might be invited to participate in a focus group, which is a meeting with other XXXXX students where we will talk about the tasks you completed in your class. If you agree, I will use your answers in academic publications and/or presentations of my research. However, I will keep your identity private. If you wish to participate in the research, you will be asked to answer ALL the questions in the questionnaire and in the survey, and give your opinion about ALL the 10 tasks on your learner diary. It is important for me that your work is complete.

Participants’ Rights

• To Confidentiality: I will not use your real name when I analyze and report your information in my study. I will use a fake name when I write down your speech and use it for my research. Only my supervisor, Dr. Enrica Piccardo, can listen to these recordings. I will keep your information on a password protected external hard drive in my home in a locked drawer, and I will erase your data after 5 years. No other teachers or administrators will hear your recording. This means that you do not need to worry about your other teachers or administrators hearing what you say during the interview.

• To Ask Questions about the Research: If you would like to ask questions about this research project, you may do so at any time. Please contact me (Angelica Galante) at XXXXXX or XXXXXXXXXXX, or you may speak to me directly. You may also contact my supervisor, Dr. Enrica Piccardo, regarding questions at XXXXXX or XXXXXXXXXXX. The University of Toronto also has an office regarding ethics if you want more information about your rights as a research participant, or to verify the authenticity of this research. You may contact the Office of Research Ethics at 416-946-3273 or ethics.review@utoronto.ca

• To Withdraw at Any Time: You may withdraw from the study at any time by contacting me. If you would like me to erase the audio recording and any other information I have about you, please tell me this by contacting me by phone or email, and I will erase everything immediately. However, once my research findings are reported or published, you CANNOT withdraw. You will still receive coffee and snacks at the end of each workshop you attend.

Risks: You may feel shy or uncomfortable when speaking with your partner if you do not feel confident about your English ability. However, the activities will be very similar to the activities you do everyday in your regular English classes.

Please read and sign the attached consent form if you would like to participate in this study. When my study is complete, you may also ask for a report of my research results by contacting me. This report will explain which tasks were best for students with different ability levels.
Sincerely,

Angelica Galante
OISE/UT

PLEASE KEEP A COPY OF THIS LETTER FOR YOUR RECORDS

I have read Angelica Galante’s letter about the research project and I understand that my participation will involve the following activities and conditions.

Activities

• You will:
  1) Complete a questionnaire about your background (age, language learning experience, etc.)
  2) Complete a survey about languages and cultures
  3) Complete 10 tasks in class
  4) Write your opinion about each of the 10 tasks on a diary
  5) Let me observe your class 4 times
  6) Complete another survey about languages and cultures in April 2017
  7) If invited to participate in a focus group, attend a one-hour meeting with other XXXX students and Ms. Galante

• Ms. Galante may use my information in academic publications and/or presentations. However, my identity will be kept private.

Conditions

• Ms. Galante will keep my information private from everyone, including my teachers.
• I will receive a copy of the research report summarizing the findings of the study if I ask Ms. Galante for a copy.
• I may leave the study at any time with no problems; this will not affect my teacher’s opinion of me or my grades. In this case, I will still receive refreshments such as coffee, juice, and cookies at the end of the focus group. I may withdraw before the study is reported or published at any time with no penalty. However, once the study is reported or published, I may NOT withdraw.

_____ YES, I agree to participate in the research

Name: ____________________________
Email: __________________________
Signature: _________________________
Date: ______________________________

_____ NO, I do not agree to participate in the research

Name: ____________________________
Date: ______________________________
Signature: _________________________
Focus Group Consent Letter for EAP Students in the Treatment Group

Consent to Participate in Focus Group

You have been asked to participate in a focus group run by Angelica Galante, PhD Candidate in Language and Literacies Education at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. The purpose of this group is to try to find out about classroom activities that you found helpful. The information learned in this focus group will be used in my Ms. Galante’s PhD dissertation and might be used by her in conference presentations and publications.

You can choose whether or not to participate in the focus group and stop at any time. Although the focus group will be audio-recorded, your responses will remain anonymous and no names will be mentioned in the report. Only Ms. Galante and her PhD supervisor, Dr. Enrica Piccardo, will have access to your responses and audio-recordings.

There are no right or wrong answers to the focus group questions. I want to hear many different viewpoints and would like to hear from everyone. I hope you can be honest even when your responses may not be in agreement with others in the group. In respect for each other, I ask that only one person speaks at a time in the group and that the responses made by all participants be kept confidential. I ask you to please not share the information you heard here with others outside of this group.

I understand the information and agree to participate fully under the conditions stated above.

Name (print):

________________________________________________________________________________________

Signed: ________________________________________________ Date: ______________
# Appendix 5. Plurilingual tasks

## Task 1

<table>
<thead>
<tr>
<th>Slides</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="http://www.utoronto.ca/assessments" alt="Image" /></td>
<td>Remind students that this task is part of the research study and they should write their opinion in their diary (this should be done at home)</td>
</tr>
<tr>
<td><strong>This task is part of the research in which you are participating. Please provide your opinion about this task in your diary.</strong>&lt;br&gt;<strong>Thank you for your participation.</strong></td>
<td>Suggested time: 30 seconds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Linguistic and Cultural Landscape Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many languages (besides English and French) are spoken in Canada?</td>
</tr>
<tr>
<td>2. What are common languages (besides English and French) you hear on the streets of Toronto?</td>
</tr>
<tr>
<td>3. Think about your university colleagues and professors. What are their linguistic and cultural backgrounds?</td>
</tr>
</tbody>
</table>

| ![Image](http://www.utoronto.ca/assessments) | This is a simple quiz to activate any prior knowledge students have about linguistic and cultural diversity in Canada and in Toronto. Answers to these questions are on the next slide |
| Suggested time: 1 minute |
Go over the answers with students. You may ask them if these answers confirm what they had in mind.

Suggested time: 2 minutes

Some students might want to know whether their first language is one of the languages most spoken in Canada. If this is the case among your students, you can check this link to Statistics Canada. I’ve included a picture of Justin Trudeau and the statement of diversity here not as a political propaganda for the Liberal Party but as a political “value” of Canada. If you don’t feel comfortable having his picture here, feel free to delete it.

Suggested time: 1 minute

These topics are aimed at reinforcing the idea that learning English and “mainstream” Canadian culture are important, but learning about other languages and cultures can be helpful, too, especially in a multilingual and multicultural society such as Canada. You can go over these three topics quickly and ask students if they reflect what students thought about.

Suggested time: 1 minute
You can get students to reflect on each one of these items and write down some ideas on their notebook. Not all the items will be applicable to them and they may want to include others that are not listed. It would be nice if you, the instructor, could also participate in this task somehow. You may want to model this task by talking about your linguistic and cultural identity. In this task, you may want to tell students that they can insert a few words in other languages or dialects (if they know any) in their reflection.

Suggested time: 5 minutes

You can get students to work in groups of 3 or 4. If there are people from different linguistic and cultural backgrounds in the group that would be ideal (although I know a vast majority of the students are from China). Or at least people who they may not know very well (not their friends).

Give each one about 2 minutes to share their stories

When everyone has delivered their monologue, ask them to reflect on the last topic. Later, they may share some ideas with the whole class

Suggested time: 10 minutes
This is simply a note to remind students to complete their diary entry. If you can remind them to do this when they arrive home, that would be much appreciated. Thank you for your collaboration!
### Task 2

<table>
<thead>
<tr>
<th>Slides</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Task 2 Slides" /></td>
<td>Remind students that this task is part of the research study and they should write their opinion in their diary (this should be done at home)</td>
</tr>
</tbody>
</table>

| Suggested time: 30 seconds |

<table>
<thead>
<tr>
<th><strong>Warm-up</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What defines a person’s identity?</td>
<td></td>
</tr>
<tr>
<td>2. Do the languages and cultures you know help define who you are?</td>
<td></td>
</tr>
<tr>
<td>3. Are you monolingual or plurilingual?</td>
<td></td>
</tr>
<tr>
<td>4. Are you monocultural or pluricultural?</td>
<td></td>
</tr>
</tbody>
</table>

| Suggested time: 1 minute |

<table>
<thead>
<tr>
<th><strong>Identities are Plural</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Many aspects are included in our identities: country of origin, languages spoken, dialects, interests, cultural habits, beliefs, etc.</td>
<td></td>
</tr>
<tr>
<td>2. A plurilingual is someone who knows more than one language (or more than one dialect), even if they know only a few words in another language/dialect. Most people are plurilingual.</td>
<td></td>
</tr>
<tr>
<td>3. Similarly, most people are pluricultural because they have had contact with people from different cultures, even if these refer to cultures in the same country.</td>
<td></td>
</tr>
</tbody>
</table>

| Suggested time: 3 minutes |

- This is a warm-up to help students reflect about their plurilingual/cultural identity. There are no right or wrong answers. If they don’t know what “plurilingual” or “pluricultural” is, that’s ok. Some thoughts will be on the next slide. |

- Go over these topics with students. You may ask them if these answers confirm what they had in mind. IMPORTANT: if you can reiterate the idea that a plurilingual person is NOT a polyglot, that’d be great. In fact, even if people know very few words in another language or another dialect this means they are plurilingual. |
It is important to encourage your students to reflect about the languages and cultures they have learned so far (even if it is partial or limited knowledge). It also important to get them to think about languages and cultures they want to learn more in the future.

**Suggested time:** 2 minutes

| What is your plurilingual identity? | This task is aimed at getting students to reflect on the many languages/dialects and cultures they know (even if knowledge is very limited). This task also allows them to be creative when drawing and where they will place the languages/cultures. If you feel students find it challenging to understand the task, you may show the next slide with a few examples.

<table>
<thead>
<tr>
<th></th>
<th><strong>Suggested time:</strong> 10 minutes</th>
</tr>
</thead>
</table>

First, draw a picture that represents your whole self (body) in your diary.

Second, place the languages/dialects and cultures you have learned in the past (even if you learned only a little) and the ones you wish to learn in the future on your body. You may wish to write some words in other languages/dialects.

Finally, think about possible reasons why you placed them on your body parts.

You might want to show these examples if your students are having a hard time thinking about their own plurilingual identity. This may give them some suggestions. The teacher could also do this task along with students or before class and show their “Plurilingual identity” to the students as an example. Students typically enjoy learning more about the teachers.

**1 minute**
You can get students to work in groups of 3 or 4. If there are people from different linguistic and cultural backgrounds in the group that would be ideal (although I know a vast majority of the students are from China). Give each one about 2 minutes to share their stories. This can be more of a discussion that monologue delivery so others are welcome to ask questions during each student’s delivery.

Suggested time: 10 minutes

These questions serve to wrap up the task. You can ask these two questions to the whole class and have them share a few thoughts.

Suggested time: 5 minutes

This is simply a note to remind students to complete their diary entry. If you can remind them to do this when they arrive home, that would be much appreciated. Thank you for your collaboration!
## Task 3

<table>
<thead>
<tr>
<th>Slides</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Task 3 Slides" /></td>
<td>You can ask two volunteers to read the dialogue. Bring to students’ attention that the speakers are not only switching from one language to another in sentences but also using two languages in one single sentence (translanguaging). You may ask students why they think people code-switch.</td>
</tr>
<tr>
<td></td>
<td>Remind students that this task is part of the research study and they should write their opinion in their diary (this should be done at home)</td>
</tr>
<tr>
<td></td>
<td>Suggested time: 1 minute</td>
</tr>
</tbody>
</table>

### Warm-up

1. When do you switch from one language/dialect to another?  
2. Why would people code-switch?  
3. Can code-switching occur in the same sentence?  
4. When is it appropriate or helpful to code-switch?  

### Reasons why people code-switch

Tell students they will watch a video that shows people code-switching/translanguaging. Ask them to watch the video and take notes related to reasons why people code-switch. After the video, ask students if they ever code-switch for the same purposes. You may also want to ask students if there are other reasons why they would code-switch.  

Suggested time: 7 minutes  
Source: Lim, S. (2015, March 4). *Things bilingual people do* [Video file]. Retrieved from [https://www.youtube.com/watch?v=ReHdQsB5rI8&t=9s](https://www.youtube.com/watch?v=ReHdQsB5rI8&t=9s)
Go over some of the reasons why people code-switch/translanguage and ask students for examples of their own.

Suggested time: 5 minutes

You can get students to work in groups of 3. Give each group about 5 minutes to prepare their role-play.

Have groups present their role-play in front of the class (this is typically a fun activity). Tell the groups that the audience will try to identify the three items in the slide: 1) type of code-switch; 2) languages/dialects used; 3) reasons why code-switching occurred

Suggested time: 10 minutes

These questions serve to wrap up the task. You can ask these two questions to the whole class and have them share a few thoughts.

Suggested time: 2 minutes
This is simply a note to remind students to complete their diary entry. If you can remind them to do this when they arrive home, that would be much appreciated. Thank you for your collaboration!
### Task 4

<table>
<thead>
<tr>
<th>Slides</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Task 4: Local and Global Communities" /></td>
<td>You may want to ask students the languages they use to communicate with others in Canada and in other countries. Remind students that this task is part of the research study and they should write their opinion in their diary (this should be done at home). Suggested time: 1 minute</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Warm-up</th>
<th>Global Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When people speak another language/dialect in the streets of Toronto, how do you know it is not English?</td>
<td>o English is often used when people who speak different first languages wish to communicate. In this situation, we call it “English as a Lingua Franca.”</td>
</tr>
<tr>
<td>2. Do you know how to say any words or expressions in another language/dialect (not your first language or English)?</td>
<td>o However, this doesn’t mean we can’t use a few words in another language in an English conversation.</td>
</tr>
<tr>
<td>3. Write down one or two words/dialects and teach your colleagues how to say them.</td>
<td>o How do you feel when an English speaker greets you in your first language? Or say thank you in your first language?</td>
</tr>
<tr>
<td>This is a warm-up to help students reflect about awareness of other languages and to compare to strategies they have used to learn English. The idea is to encourage them to be open to learn or at least be familiar with other languages (even if this mean learning only one word in a language other than their L1 and English). Students can work in pairs or in small groups and share a few ideas about each question. Suggested time: 5 minutes</td>
<td>This is a warm-up to help students reflect on awareness of other languages. Students can work in pairs or in small groups and share a few ideas about each question. Suggested time: 5 minutes</td>
</tr>
</tbody>
</table>
Tell students they will use listening strategies that they have used to learn English to identify other words in languages. This can also help them learn unknown words in English in the future. Students will listen to 31 ways of saying hello in another language. This task has two steps:

1) Give students a card with 31 different languages. In pairs, they can try to say these words and identify the languages (it should be easy because there is a corresponding flag)

2) Tell the students they will listen to people saying “thank you” in the 31 different languages and ask them to number the languages they hear. You might want to pause after each one because the recording is fast.

Suggested time: 10 minutes

Click on the hyperlink to the video and let students check their answers. The next slide also contains the answers they should have in their card. Note that the word for “thank you” may be the same in different languages (e.g., Persian and French) so students might have a different order than the one shown (but that’s ok)

Show the three questions to the students and ask them to provide answers. This can be done in pairs, groups or as a class (it depends on how much time you have)

Suggested time: 10 minutes
This is the order students should have on their cards.

### Answers in Your Card

- 5 Czech: děkuji
- 11 German: danke
- 14 Hindi: dhanyavaad
- 13 Hungarian: nagyobos
- 8 Italian: grazie
- 28 Norwegian: tak
- 6 Danish: tak
- 30 Vietnamese: cam on
- 27 Swedish: tack
- 15 Indonesian: khawp-khon
- 1 Arabic: shukran
- 3 Dutch: dank
- 16 Spanish: gracias
- 25 French: merci
- 10 Polish: dziękuję
- 12 Greek: efcharistó
- 22 Russian: teşşekkür
- 29 Tamil: tekkur
- 19 Korean: arigatoo
- 24 Polish: merci
- 21 Persian: azarite
- 26 Swahili: asante

### 31 WAYS TO SAY THANK YOU

You can get students to work in pairs. Give each group about 5 minutes to prepare their role-play. In this role-play, students will practice how to make a polite request in English by using an appropriate expression for the situation they choose. They can also say “Thank You” in the language of their interlocutor. If students want to add more words or expressions in another language (e.g., you’re welcome, hello, etc.) that would be great. Have groups present their role-play in front of the class. Tell the groups that the audience will identify the two items in the slide: 1) their role; 2) languages/used

Suggested time: 10 minutes

### Role-Play
Making a Polite Request

- Work in pairs. Think about a situation in which you would make a polite request in English. You might want to use expressions such as I would appreciate if you could... and I was wondering if you could...

- Think about the role you will play (professor/student/customer/shopper/waiter/etc.) and the language background you will have (Arabic/Korean/Portuguese/Japanese/etc.). Thank the person in another language.

- Your audience will try to identify:
  1. Your role (professor/student/customer/friend/etc.)
  2. The language(s) you used
This is simply a note to remind students to complete their diary entry. If you can remind them to do this when they arrive home, that would be much appreciated. Thank you for your collaboration!

Language Card (make one copy for each student)

Listen to people say “Thank you” in 31 different languages. Number the languages according to the order you hear.

Source:

## Task 5

### Slides

![Image: Reach for the Stars]

**Task 5**

**Idioms in Different Languages**

This task is part of the research in which you are participating. Please provide your opinion about this task in your diary. Thank you for your participation.

### Instructions

You may want to start by asking students what idioms are and if they can recognize the one in the picture (reach/shoot for the stars)

Suggested time: 1 minute

---

### Warm-up

1. Why do people use idioms?
2. Can you think of some idioms in English?
3. Can you think of some idioms in other languages/dialects?

### 18 Idioms – Guessing Game

1. Reach/shoot for the stars
2. Take a rain check
3. Off the top of my head
4. Give it a shot
5. Speak your mind
6. Go out of your way to do something
7. A rip off
8. Have mixed feelings about something
9. Know your stuff
10. Get your act together
11. Play it by ear
12. Have second thoughts
13. Out of the blue
14. Have a chip on your shoulder
15. Get something off your chest
16. Burn your bridges
17. Call it a day
18. Play the devil's advocate

Ask students if they have ever heard of the idiom “take a rain check” and what it means. This task helps students reflect on the use of idioms in English and in other languages. Idioms are phrases that are fixed and have figurative or literal meaning. They can be used to represent meaning in a more accurate and creative way. Students can work in pairs or in small groups and share a few ideas about each question.

Suggested time: 5 minutes

---

Hand out accompanying worksheet and show each idiom in this slide to your students. Have students work in groups (of 3 or 4) and try to find out what the idioms mean. Give them about 20 seconds to write the meaning of each idiom in the worksheet (page 1). Tell them that they will be able to check their answers at the end of the activity and record their score in the worksheet.

Suggested time: 10 minutes
1. On page 2 of their worksheet, students check their answers and record their score.

2. Ask students to reflect on a possible equivalent of this idiom in their languages/dialects. If there is an equivalent, ask them to write it and say it in the original language.

3. Ask students to contribute with two idioms in their first language/dialect (or another language they know). They can say the idiom and have others in the group guess what idioms it is. In English conversations, students can use idioms in their first language and explain to the English speaker what this means.

4. This question can be answered as a class so students can share the idioms in their first language/dialect with others.

Suggested time: 10 minutes

---

### Scenario: Managing Conflict

- You will work in groups of 3 or 4.

- **Scenario:** You are in a university class discussing a topic with your colleagues. There will be some disagreement and at least two of you will have conflicting opinions about the topic. Each one of you will use:
  - 1) one idiom (from the worksheet) in English and
  - 2) one idiom in your first language/dialect

- One or two of you will manage the conflict and try to solve the problem. **Your audience will identify the idioms you have used.**

Get students to work in groups of 3 or 4 with (ideally) one person from a different language background.

Give each group about 5 minutes to prepare their scene. Ask each student to pick one idiom in English and one idiom in their first language/dialect. When they present their scene, encourage students to speak the second idiom in their first language and explain it in English during the conversation. It is important that students understand how to use the idiom in their first language in English conversations to ensure more language and cultural diversity, even if the conversation is in English.

Have groups present their scene in front of the class. Tell the groups that the audience will identify the idioms used.

Suggested time: 15 minutes
These questions serve to wrap up the task. You can ask these two questions to the whole class and have them share a few thoughts.

Suggested time: 2 minutes

This is simply a note to remind students to complete their diary entry. If you can remind them to do this when they arrive home, that would be much appreciated. Thank you for your collaboration!
## Worksheet: Idioms – Guessing Game

<table>
<thead>
<tr>
<th>Idiom</th>
<th>What do you think the meaning is?</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) reach/shoot for the stars</td>
<td>□ 1 point</td>
<td>0</td>
</tr>
<tr>
<td>2) take a rain check</td>
<td>□ 1 point</td>
<td>0</td>
</tr>
<tr>
<td>3) off the top of my head</td>
<td>□ 1 point</td>
<td>0</td>
</tr>
<tr>
<td>4) give it a shot</td>
<td>□ 1 point</td>
<td>0</td>
</tr>
<tr>
<td>5) speak your mind</td>
<td>□ 1 point</td>
<td>0</td>
</tr>
<tr>
<td>6) go out of your way to do something</td>
<td>□ 1 point</td>
<td>0</td>
</tr>
<tr>
<td>7) a rip off</td>
<td>□ 1 point</td>
<td>0</td>
</tr>
<tr>
<td>8) have mixed feelings</td>
<td>□ 1 point</td>
<td>0</td>
</tr>
<tr>
<td>9) know your stuff</td>
<td>□ 1 point</td>
<td>0</td>
</tr>
<tr>
<td>10) get your act together</td>
<td>□ 1 point</td>
<td>0</td>
</tr>
<tr>
<td>11) play it by ear</td>
<td>□ 1 point</td>
<td>0</td>
</tr>
<tr>
<td>12) have second thoughts</td>
<td>□ 1 point</td>
<td>0</td>
</tr>
<tr>
<td>13) out of the blue</td>
<td>□ 1 point</td>
<td>0</td>
</tr>
<tr>
<td>14) have a chip on your shoulder</td>
<td>□ 1 point</td>
<td>0</td>
</tr>
<tr>
<td>15) get something off your chest</td>
<td>□ 1 point</td>
<td>0</td>
</tr>
<tr>
<td>16) burn your bridges</td>
<td>□ 1 point</td>
<td>0</td>
</tr>
<tr>
<td>17) call it a day</td>
<td>□ 1 point</td>
<td>0</td>
</tr>
<tr>
<td>18) play devil’s advocate</td>
<td>□ 1 point</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Score** /18 points
<table>
<thead>
<tr>
<th>Idiom</th>
<th>Meaning</th>
<th>Is there an equivalent/translation in your first language/dialect?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) reach/shoot for the stars</td>
<td>to set your goal or ambitions very high</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If yes, write it here:</td>
</tr>
<tr>
<td>2) take a rain check</td>
<td>to refuse an offer/invitation but with the hope/promise that it can be postponed to a later date/time</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If yes, write it here:</td>
</tr>
<tr>
<td>3) off the top of my head</td>
<td>using only the ideas you have in your head at that moment</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If yes, write it here:</td>
</tr>
<tr>
<td>4) give it a shot</td>
<td>give it a try</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If yes, write it here:</td>
</tr>
<tr>
<td>5) speak your mind</td>
<td>say what you honestly feel</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If yes, write it here:</td>
</tr>
<tr>
<td>6) go out of your way to do something</td>
<td>to take extra time to make an additional effort to do something</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If yes, write it here:</td>
</tr>
<tr>
<td>7) a rip off</td>
<td>something overpriced</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If yes, write it here:</td>
</tr>
<tr>
<td>8) have mixed feelings</td>
<td>to be unsure about something</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If yes, write it here:</td>
</tr>
<tr>
<td>9) know your stuff</td>
<td>to know something very well</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If yes, write it here:</td>
</tr>
<tr>
<td>10) get your act together</td>
<td>start behaving properly</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If yes, write it here:</td>
</tr>
<tr>
<td>11) play it by ear</td>
<td>to improvise; to not make a plan but decide what to do as you do it</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If yes, write it here:</td>
</tr>
<tr>
<td>12) have second thoughts</td>
<td>to have doubts</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If yes, write it here:</td>
</tr>
<tr>
<td>13) out of the blue</td>
<td>unscheduled, improvised</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If yes, write it here:</td>
</tr>
<tr>
<td>14) have a chip on your shoulder</td>
<td>to seem angry all the time because you think you have been treated unfairly or feel you are not as good as other people</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If yes, write it here:</td>
</tr>
<tr>
<td>15) get something off your chest</td>
<td>to say something serious or difficult that you have been thinking about for a while</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If yes, write it here:</td>
</tr>
<tr>
<td>16) burn your bridges</td>
<td>ruin a relationship</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If yes, write it here:</td>
</tr>
<tr>
<td>17) call it a day</td>
<td>expression said near the end of a day which means “That’s enough for today. Let’s end and go home.”</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If yes, write it here:</td>
</tr>
<tr>
<td>18) play devil’s advocate</td>
<td>to argue against somebody just so you can hear your opponent’s reasoning</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If yes, write it here:</td>
</tr>
</tbody>
</table>

write an idiom in your first language/dialect
Is there an equivalent/translation in English?
☐ Yes ☐ No
If yes, write it here:

write an idiom in your first language/dialect
Is there an equivalent/translation in English?
☐ Yes ☐ No
If yes, write it here:
<table>
<thead>
<tr>
<th>Slides</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="High and Low Communication Styles" /></td>
<td>You may want to start by asking students if they have ever heard of the expression “high context cultures” and “low context cultures.” If they haven’t, ask them what they think they mean. Later, you can say the terms refer to cultures that communicate in a more direct or less direct way. Although the terms high and low typically refer to cultures, we will try to move away from this because even among people from the same culture there are differences in communication styles.</td>
</tr>
<tr>
<td><img src="image" alt="to someone who is sitting next to you in the library" /></td>
<td>This is a warm-up to help students reflect on their own communication styles. You may start by asking the question on the slide to the whole class first (and not showing the two possible answers). Get students to provide some possible answers. Then, show them the two answers: the direct and the indirect one and ask them which one they would feel more comfortable using. Suggested time: 10 minutes (for this and the next 6 slides)</td>
</tr>
<tr>
<td><img src="image" alt="to a friend who invited you to go to the movies" /></td>
<td>It is important to mention to students that both are acceptable, but some people tend to have more direct communication while others prefer to be less direct.</td>
</tr>
</tbody>
</table>
What would you say...

to a friend who asked for help with an assignment at a time when you’re super busy?

Direct: Sorry, I can’t right now. How about tomorrow?

Indirect: Yes, of course. How can I help?

What would you say...

to a friend who gave you a gift that you don’t really think it’s useful for you

Direct: Thanks. I don’t think I’ll use this but my sister will.

Indirect: Thanks. I love it!

What would you say...

to colleagues during a classroom discussion that you don’t agree with their point of view?

Direct: I don’t agree with you.

Indirect: I’m not sure but maybe you’re right.
Go over some features among communication styles. You can tell students that certain cultures favour one over the other (e.g., Chinese culture is low high context and Canadian is low context) but it also depends on each person’s personality. You might want to provide an example for each bullet point (if you can and have the time).
Suggested time: 5 minutes

You can show this to the students and let them know that sometimes we can choose to be more or less direct depending on: 1) who we are communicating with; and 2) the situation
They can work in pair and briefly share ideas in the reflection part.
Suggested time: 5 minutes
244

Problem-solving scenario

- You will work in groups of 4.
- **Scenario**: You are having trouble with one member of your group presentation. You and another colleague decide to ask your professor for advice. Later, you will talk to the colleague who you are having trouble with and try to solve the problem. Make decisions related to low and high communication styles. E.g.,
  - will you write an email or just show up at your professor’s office?
  - will use low or high communication styles with your professor and your colleague?
  - Your audience will identify the style you used and if you solved the problem effectively.

During this task:

**What did you learn about communication styles?**

Do you always have to use low or high communication styles?

In future conversations in English, you might want to observe the speaker and the situation and adjust communication styles accordingly.

Get students to work in groups of 4. Roles: two colleagues, one colleague that is causing trouble, and professor. Give each group about 5 minutes to prepare their scene. Ask students to reflect on high and low communication styles and remind them that both are right, but it depends on who they are talking to and on the situation. Have groups present their scene in front of the class. Tell the groups that the audience will identify the communication styles used and whether the problem solving was effective. This is also a good opportunity to let students know about these types of issues, which are typical in undergraduate group work.

Suggested time: 15 minutes

These questions serve to wrap up the task. You can ask these two questions to the whole class and have them share a few thoughts.

Suggested time: 2 minutes

This is simply a note to remind students to complete their diary entry. If you can remind them to do this when they arrive home, that would be much appreciated. Thank you for your collaboration!
### Task 7

<table>
<thead>
<tr>
<th>Slides</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image.png" alt="Task 7 Slides" /></td>
<td>You may want to start by asking students to read the words in the bubbles. Ask them what kind of words these are and what their purpose in speech is (these are discourse markers that serve to signal what the next information is about or how important it is). Suggested time: 1 minute</td>
</tr>
</tbody>
</table>

| Low and High Context Communication Styles | This is a warm-up to help students reflect about their own communication styles. You may start by reading the first point about low and high context communication styles and stating that it is important that we are aware of them so there is no (or at least less) communication breakdown. Have students read the example of a person who has high context communication style receiving an invitation to a party from a person who has low context communication style. Get students to briefly share a few stories of their own (in pairs, groups or as a whole class) Suggested time: 5 minutes |
| o People who have different communication styles (low context or high context) communicate differently and have different expectations. E.g.,: |  |
| I was once invited to a party and the invitation clearly stated the start and end time of the party. I first thought this was weird because in my country people typically don’t say what time the party should end. But now I understand that in low context cultures timing is important. I also learned that low context communication style is explicit, so I won’t find this weird again. |  |
| Can you share a situation in which miscommunication happened or your expectations were not met because of different communication styles? |  |

| Low Context Communication | Go over the first bullet point. It is important to mention here that even people from the same cultural background may have different communication styles (high or low). The second bullet point has an example with discourse markers for signaling a sequence of events. The last point is an invitation for students to think about other languages they know and to think about discourse markers in these languages. Invite a few students who know different languages to write down “first, second, third, and finally” on the board and teach other students how to say these words and if the meaning is exactly the same. Suggested time: 5 minutes |
| o Low context communication typically values use of discourse markers so communication is clear and explicit. |  |
| o E.g.: **First,** I’ll describe the program. **Second,** I’ll talk about the extra-curricular activities that are available. **Third,** I’ll highlight the advantages of the program. **Finally,** I’ll conclude the presentation by summarizing the main points. |  |
| Are these discourse markers the same in your first language (or another language you know)? Write them on the board. |  |
Ask students to look at the discourse markers on the left and match them with the corresponding definition on the right.

As they do so, encourage them to think of other languages they know and if there are equivalent discourse markers in their languages.

Answers are in the next slide.

---

### Discourse Markers

<table>
<thead>
<tr>
<th>Discourse Marker</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unfortunately...</td>
<td>To introduce something that is said or disappointing</td>
</tr>
<tr>
<td>By the way...</td>
<td>To introduce a new idea unrelated to the situation</td>
</tr>
<tr>
<td>At the end of the day..</td>
<td>To conclude an argument</td>
</tr>
<tr>
<td>Here’s the thing...</td>
<td>To raise an important point</td>
</tr>
<tr>
<td>In fact/Actually...</td>
<td>To introduce a new idea unrelated to the situation</td>
</tr>
<tr>
<td>Similarly...</td>
<td>To introduce a new idea unrelated to the situation</td>
</tr>
<tr>
<td>Anyway...</td>
<td>To emphasize the truth of a statement, especially in contrast to what has been previously said</td>
</tr>
<tr>
<td>However...</td>
<td>To contrast two ideas</td>
</tr>
</tbody>
</table>

---

### Key

- **Unfortunately:** To introduce something that is said or disappointing
- **By the way:** To introduce a new idea unrelated to the situation
- **At the end of the day:** To conclude an argument
- **Here’s the thing:** To raise an important point
- **In fact/Actually:** To emphasize the truth of a statement, especially in contrast to what has been previously said
- **Similarly:** To show two ideas are similar or connected
- ** Anyway:** To move on to another point or to close a conversation
- **However:** To contrast two ideas

---

**Are these discourse markers the same in your first language (or another language you know)?**

---

### Plurilicultural Communication

- Because we communicate in English with people from different cultural backgrounds, it is important to learn about low and high context communication styles.

- You will watch a video with 4 tips for pluricultural communication:
  - First, take notes of the 4 tips
  - Second, identify the discourse markers used

---

Show them each discourse markers and provide an example. Finally, ask them if there are equivalent words for these discourse markers in their languages. You may want to provide an example yourself in another language (if you know any). Ask a few students to provide a couple of examples. It is possible that in certain languages there is no equivalent for one or another discourse marker (this would be interesting if it is brought up by the students).

Suggested time: 5 minutes

---

Bring students awareness about the importance of knowing the two types of communication styles (low and high) when communicating with others in English (and in any language really).

Tell students that they will watch a video with tips for pluricultural (or intercultural) communication, that is, communication with low or high context styles.

Suggested time: 5 minutes
Play the video twice. If the play button doesn’t show here when you hover your mouse over, then you can use the video file added to Dropbox.

Types of discourse markers used: first, second, third, finally, so, …


Suggested time: 12 minutes

<table>
<thead>
<tr>
<th>Tips for Pluricultural Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using discourse markers for clear speech</td>
</tr>
<tr>
<td>o You will talk about a topic and use at least two discourse markers in your speech.</td>
</tr>
<tr>
<td>o Choose one of the tips below and talk about a personal experience:</td>
</tr>
<tr>
<td>1. Observe and mirror the behaviour</td>
</tr>
<tr>
<td>2. Appreciate differences</td>
</tr>
<tr>
<td>3. Don’t assume that because a person represents a certain country that he/she will behave like everybody else</td>
</tr>
<tr>
<td>4. Have patience</td>
</tr>
</tbody>
</table>

Tell students they will work in groups and talk about one of the tips for pluricultural communication. Ask them to choose at least 2 (or more) discourse markers they have learned today. Ask students to choose one of the tips from the video and think about a personal experience they have had. Get students to work in groups of 4 with (ideally) one person from a different cultural background just so we can have a balance between low and high context cultures in the group. They may compare their experiences if they wish to do so.

Suggested time: 10 minutes

These questions serve to wrap up the task. You can ask these two questions to the whole class and have them share a few thoughts.

Suggested time: 1 minute

| During this task: |
| What is the importance of discourse markers? |
| Would you feel comfortable adapting your communication style depending on who you are talking to? |
This is simply a note to remind students to complete their diary entry. If you can remind them to do this when they arrive home, that would be much appreciated. Thank you for your collaboration!
Task 8

<table>
<thead>
<tr>
<th>Slides</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Task 8 Intercultural Encounters" /></td>
<td>You may want to start by asking what they think “intercultural encounter” is. An intercultural encounter can be an experience between people from different countries or it can be an experience between individuals from other cultural backgrounds in the same country, for example, from other regional, linguistic, ethnic or religious backgrounds. In Toronto, it’s very common to have intercultural encounters, but also when we travel and meet people.</td>
</tr>
<tr>
<td><img src="image" alt="Where can you have intercultural encounters?" /></td>
<td>This is a warm-up to help students reflect about places they can have intercultural encounters. Ask students where they can have intercultural encounters (e.g., when traveling, at the university, shopping, etc.) Ask them if they have met people from different backgrounds in their classes at the university or on campus.</td>
</tr>
<tr>
<td><img src="image" alt="What can we learn when we meet people from different cultural backgrounds?" /></td>
<td>This question is a lead-in to the next activity. You can ask this question as a class and get students to provide a few ideas. Feel free to talk about your thoughts as well (and perhaps what you learn from your students). Suggested time: 2 minutes</td>
</tr>
<tr>
<td>Reflection</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>o Think about someone from a different cultural background you’ve met (in Toronto, at the university, on a trip, etc.)</td>
<td></td>
</tr>
<tr>
<td>o Describe where you met and what you were doing.</td>
<td></td>
</tr>
<tr>
<td>o What did you learn about his/her/their culture?</td>
<td></td>
</tr>
<tr>
<td>o What did he/she/they learn about your culture?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Share your story</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Work in groups of 3 or 4</td>
</tr>
<tr>
<td>o Share your intercultural encounter with your colleagues</td>
</tr>
<tr>
<td>o As you listen to your colleagues, make notes of the things they’ve learned about other cultural backgrounds</td>
</tr>
<tr>
<td>o Finally, share some ideas with the whole class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During this task:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the importance of learning about different cultural backgrounds?</td>
</tr>
</tbody>
</table>

---

Allow students a few minutes to reflect on the questions in the slide

Suggested time: 5 minutes

Tell students they will work in groups and talk about the intercultural encounter they’ve had

Allow them some time to share their stories (about 5 to 10 minutes)

Ask your students to make notes of what they have learned from their colleagues

Finally, get students to share a few ideas they have learned (2 minutes)

Suggested time: 15 minutes

You can ask this question to the whole class and have them share a few thoughts

Suggested time: 1 minute
This is simply a note to remind students about completing their diary entry. If you can remind them to do this when they arrive home, that would be much appreciated. Thank you for your collaboration!

Task 8
Intercultural Encounters

You have completed Task 8

This task is part of the research in which you are participating. At home, please provide your opinion about this task in your diary.

Thank you for your participation.
Task 9

**Slides**

- **Task 9 Intercomprehension**
- This task is part of the research in which you are participating. Please provide your opinion about this task in your diary.
- Thank you for your participation.

**Instructions**

Ask students to look at the bubbles and identify which language it is. They will probably understand the three words because they are very similar. These are words that are very easy to understand because they are similar across languages. The ability to be able to understand words in other languages that you have not studied is called “Intercomprehension.” This is useful for students who are learning a new language (e.g., English) or if they need to read texts in other languages (e.g., for academic purposes).

Suggested time: 1 minute

**Reflection**

- These words are similar across languages:

<table>
<thead>
<tr>
<th>International</th>
<th>Internacional</th>
<th>Internazionale</th>
<th>Internationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>German</td>
<td>Spanish</td>
<td>Italian</td>
<td>Dutch</td>
</tr>
<tr>
<td>French</td>
<td>Portuguese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Danish</td>
<td>Catalan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Galician</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zulu</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- If you know English (or other languages), it is easier to understand words in a new language because of similarities.

Go over the point in the slide with students and highlight similarities across languages. You might want to ask them for a few examples in other languages.

Suggested time: 1 minute

**Look at words in English that come from another language. Do you know which language they come from?**

This question is a lead in to the next activity.

Suggested time: 20 seconds
<table>
<thead>
<tr>
<th>English words from other languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>pasta; pizza; brocoli; maestro; piano</td>
</tr>
<tr>
<td>et cetera (etc.); consensus; professor emeritus; exit</td>
</tr>
<tr>
<td>critique; façade; genre; résumé</td>
</tr>
<tr>
<td>avocado; chocolate; Latino; jalapeño</td>
</tr>
<tr>
<td>manga; origami; kimono; sushi; tsunami</td>
</tr>
<tr>
<td>tofu; bok choi; chow mein</td>
</tr>
<tr>
<td>academic; cardiology; emphasis</td>
</tr>
</tbody>
</table>

Show the words in each bullet point and ask students if they know the origin of these words used in English.

You can show the answers later and have them confirm their answers.

Suggested time: 2 minutes

---

<table>
<thead>
<tr>
<th>Words from other languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take your diary. Under “Entry 9” write:</td>
</tr>
<tr>
<td>o 5 words from another language (or other languages) that are used in English</td>
</tr>
<tr>
<td>o 5 words from English that are used in your first language</td>
</tr>
<tr>
<td>o In groups, share your words. Then, write the words your colleagues shared with you in your diary</td>
</tr>
</tbody>
</table>

Allow them some time to reflect on the first two points in the slide (about 3 minutes)

Ask your students to make notes in their diary (the one I gave them at the start of the program). If they forget to bring their diary, you can ask them to use a sheet of paper and attach it to their diary when they get home.

Finally, get students to work in groups of 3 and share their words. Ask them to write the words they learned from their colleagues (2 minutes)

Suggested time: 10 minutes

---

<table>
<thead>
<tr>
<th>Did you know...</th>
</tr>
</thead>
<tbody>
<tr>
<td>that journal articles published in Canadian journals have abstracts in both English and French? Take a look at part of an abstract and try to identify (guess) some words by using your linguistic knowledge of English or other languages.</td>
</tr>
</tbody>
</table>

This question is a lead in to the next activity. You may want to draw students’ attention that they are probably able to understand a few French words even if they have never learned French before.

Suggested time: 20 seconds
Get students to work either individually (if they don’t find this task daunting), in pairs, or in groups. Allow them a couple of minutes to try to identify some words. As a class, ask them which words they could identify and why. Some will say the words are similar to English so it’s easy to identify them. Others will have other linguistic experience and may be able to identify French words because of other languages (e.g. Spanish). It is not expected that they know every single word. In fact, if they are able to identify at least 5 words, that’s quite an accomplishment. Suggested time: 5 minutes

Get students to read the English version and compare their answers. Suggested time: 2 minutes

You can ask this question to the whole class and have them share a few thoughts. Suggested time: 2 minutes
This is simply a note to remind students about completing their diary entry. If you can remind them to do this when they arrive home, that would be much appreciated. Thank you for your collaboration!
**Task 10**

<table>
<thead>
<tr>
<th>Slides</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| ![Task 10 Slides](image_url) | This last task is a final reflection. Give students the worksheet with all the tasks and ask them to write their thoughts about them.  
Suggested time: 25 minutes |

This task is part of the research in which you are participating. Please provide your opinion about this task in your diary. Thank you for your participation.
Task 10 - Reflection

Remember these tasks?

Task 1
Linguistic and Cultural Landscape

This task is part of the research in which you are participating. Please provide your opinions about the task in your diary. Thank you for your participation.

Task 2
My Multilingual Identity

This task is part of the research in which you are participating. Please provide your opinions about the task in your diary. Thank you for your participation.

Task 3
Code-switching

This task is part of the research in which you are participating. Please provide your opinions about the task in your diary. Thank you for your participation.

Task 4
Local and Global Communities

This task is part of the research in which you are participating. Please provide your opinions about the task in your diary. Thank you for your participation.

Task 5
Idioms in Different Languages

This task is part of the research in which you are participating. Please provide your opinions about the task in your diary. Thank you for your participation.

Task 6
High and Low Communication Styles

This task is part of the research in which you are participating. Please provide your opinions about the task in your diary. Thank you for your participation.

Task 7
Multicultural Communication

This task is part of the research in which you are participating. Please provide your opinions about the task in your diary. Thank you for your participation.

Task 8
Intercultural Encounters

This task is part of the research in which you are participating. Please provide your opinions about the task in your diary. Thank you for your participation.

Task 9
Intercomprehension

This task is part of the research in which you are participating. Please provide your opinions about the task in your diary. Thank you for your participation.
Task 10 – Reflection

This reflection refers to the tasks you have completed for the purposes of the research. Please provide information about the topics below. Write a minimum of five (5) lines for each answer.

1) Write about how these tasks have helped you:

- learn the English language (speaking and listening)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

- learn to communicate and understand others

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

______________________________________________________________________________
2) Write about:

- one particular task you enjoyed. Why did you like it?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

- one particular task you did not enjoy. Why didn’t you like it?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank you for your participation
# Appendix 6. Monolingual tasks

## Task 1

### Introducing Yourself in an Academic Environment

This task provides language for students to introduce themselves in an academic environment. You may want to ask students if they have ever been asked to introduce themselves in class and how they felt about it.

**Suggested time:** 1 minute

---

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1</strong></td>
<td><strong>Introduction Yourself in an Academic Environment</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>This task is part of the research in which you are participating.</strong></td>
<td><strong>Thank you for your participation.</strong></td>
</tr>
</tbody>
</table>

---

### Introducing Yourself in an Academic Environment

When you start a new course or tutorial at the university you are typically asked to briefly introduce yourself to the class.

1. What sort of information should you include?
2. What sort of information should you avoid?
3. How long should your introduction be?

**Suggested time:** 1 minute

---

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introducing Yourself in an Academic Environment</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Typical information you should include: your name, your major, your academic interests, what you expect to learn in the course you are taking; future goals</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2. Typical information you should avoid: personal accounts (e.g., your puppy’s name), information unrelated to academic settings (e.g., video game as a hobby), negative remarks (e.g., I don’t like UofT)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3. Timing will vary as it will depend on the size of the class, but introductions are typically very short (less than a minute)</strong></td>
<td></td>
</tr>
</tbody>
</table>

---

**Go over the answers with students. You may ask them if these answers confirm what they had in mind.**

**Suggested time:** 2 minutes
Allow students some time to reflect on factors that may influence the success of the delivery. It is possible that they will say the factors listed here. If so, there is no need to show these factors.

Suggested time: 2 minutes

Get students to work in pairs. There are samples of academic introductions in the next two slides. Ask the pairs to read the samples to each other. Have them do it twice: the first time you may want to check their pronunciation; the second time should be easier and more fluent; therefore, it should be a bit faster.

Ask students to look at the samples again and write down any language chunks that might be helpful for them when preparing their intro.

Suggested time: 5 minutes (including both speeches)

Student 1 reads sample 1 twice:
First time with focus on pronunciation
Second time with focus on fluency (students typically have more fluent speech the second time they perform the same speaking task)

Suggested time: 2 minutes
### Introducing Yourself in an Academic Environment

**Sample 2**

Good morning. My name is Jamie Yu. I am originally from China, and I’ve been in Canada for a couple of years. I am currently taking a degree in Women’s Study. I was raised in Beijing and moved to Toronto to pursue my undergraduate studies.

I have a strong interest in entrepreneurial industries and when I saw this course, I knew it would be a great opportunity for me. I’m highly interested in leveraging my skills and knowledge about managing people.

I am people-oriented and a go-getter and in the future, I would like join a company to further develop myself in this area and to use my capabilities to serve both the company and my clients.

---

**Student 2 reads sample 2 twice:**

- First time with focus on pronunciation
- Second time with focus on fluency (students typically have more fluent speech the second time they perform the same speaking task)

**Suggested time: 2 minutes**

---

**Introducing Yourself in an Academic Environment**

Use some of the language chunks below and prepare your introduction

- I’m originally from...
- I have a strong interest in.../I’m highly interested in...
- I’m particularly interested in...
- I’m currently....
- Some activities I’ve been involved in...
- These experiences have enabled me...
- My strengths are...
- I’ve also volunteered.../I’ve also worked as a volunteer...
- I have ... years of experience in...
- I had the invaluable opportunity to...
- I’m very comfortable with public speaking.
- I’ve always been involved in...
- When I graduate, I plan to/intend to...
- My long-term goal is.../My vision is...
- I’m happy to be here and...

---

**You may want to give them a scenario such as “Imagine today is the first day of class in your History course. During the tutorial, your TA has asked you to introduce yourself.” Allow a few minutes (2 to 3) for students to prepare a self-introduction. Depending on how much time you have, you may want to have each student introduce themselves to the whole class or have them work in groups of 3 or 4. Also remind them not to read their introduction. Encourage them to practice first (enunciate their names, clear speech, eye-contact, posture) and deliver their intro without reading from a piece of paper.**

**Suggested time: 10 minutes**

---

**This is the end of task 1. Thank you for your participation.**
Task 2

This task provides useful language for discussions and debates. You may want to ask students if they have faced any challenges when having discussions in English.

Suggested time: 1 minute

Warm-up

When you have discussions or debates in class, you will not always agree with your colleagues.

1. What are some expressions you use to partially agree?
2. What are some expressions you can use to disagree politely?
3. Overall, how can you maintain a diplomatic discussion?

Partially agree

I agree with you to a certain point, but...
You have a good point there, but...
I understand what you are saying, however...
I see what you're saying, but...
That's an interesting way of viewing the issue, but...
I agree with you to a certain extent...
Not necessarily.

Disagree politely

I'm afraid I don't quite agree with everything you said.
I'm sorry, but I just can't agree.
Sorry, but I really can't agree to that.
I think we have different ways of viewing this.
This is highly debatable.
I'm not sure this is accurate.
I think we have to agree to disagree.

This is a simple warm-up to activate any prior knowledge students have about introducing themselves in an academic setting. Answers to these questions are on the next slide.

Suggested time: 2 minutes

Go over the expressions with students. They might already be familiar with some of them so you can spend more time explaining the ones they are unfamiliar with. Provide them with a copy of this slide so they can take part in the discussion in the next slides.

Suggested time: 5 minutes
These are instructions for students to participate in a discussion (or debate if they prefer). This task encourages them to use the expressions from the previous slide but they can also use expressions to agree, for example, “I agree with you 100%.” The last bullet point asks students to suggest any topics but there are suggested topics in the next slide.

Suggested time: 2 minutes

Get students to work in groups of 3 or 4. You may want to monitor their discussion and encourage the use of expressions to partially agree or disagree politely. Not all the topics need to be discussed.

Suggested time: 5 minutes for each topic

This is the end of task 2. Thank you for your participation.
## Task 3

This task provides strategies to engage in small talk. You may want to ask students whether they enjoy making small talk.

**Suggested time:** 1 minute

### Warm-up

When you make small talk:

1. Do you feel comfortable starting the talk?
2. Which topics do you typically talk about and which ones do you avoid?
3. Can you talk about a past situation in which you made small talk? How successful was it?
4. What are some strategies that we can apply for small talk to be successful?

**Suggested time:** 3 minutes

### Strategy 1: Note your surroundings

When people have nothing in mind to start a small talk, they can notice their surroundings and make comments about what they see: an interesting painting, a new piece of decoration, how the desks are arranged, the beautiful view from the window, a nice book someone is reading, etc. Ask students to notice their surrounding in class and ask them what comments they could make about what they see.

**Suggested time:** 1 minute
**Strategy 1: Note your surroundings**

- If you can’t think of any topics, talk about what’s around you. E.g.:
  - I love your bag!
  - Do you know if there’s a water fountain around here?
  - Have you tried the food from the cafeteria downstairs. Is it good?
  - Are these new TVs (noticing the TVs in the hallway)?

**Strategy 2: Make an offer**

- Show students these examples and ask them how they would react to these comments. You might want to ask them to try to react positively to the comment or they can “block” the small talk.

Suggested time: 2 minutes

You can tell students that they don’t have to wait for someone to initiate the small talk. They can start by making a positive comment about something, one that sparks the listener’s interest. Ask students what type of comments they can make that can lead to a small talk.

Suggested time: 1 minute

**Strategy 2: Make an offer**

- Say something that may lead the small talk, or something that provides cues for the listener to ask questions. E.g.:
  - The game you’re playing is one of my favourites.
  - I loved today’s lecture. It was so interesting.
  - I’m starving. I wonder if there’s a place around here where I can get a bite to eat.
  - I’m glad I brought my umbrella today. I have to pick up a few books the library later.

Show students these examples and ask them to come up with some more “offers.”

Suggested time: 2 minutes
You can tell students that “accepting an offer” is important for small talk to be successful. For example, if someone makes an interesting comment and there is no reaction from the listener, the attempt to make small talk was not successful. Ask students how they can “accept an offer” to some comments that can lead to a successful small talk. You may want to ask them to provide comments to the offers in the previous slide.

Suggested time: 1 minute

Show students these examples and ask them to come up with some more examples to “accept an offer.” One suggestion is to listen to important words that have been said so you can respond to that. Another way is to use “Yes, and…” in your answer. Remind them that these are strategies and they are not meant to be overused otherwise the small talk will not sound natural.

Suggested time: 2 minutes

Small talk is typically very short (approximately 1 minute) and sometimes it is challenging to end it. We typically end the small talk in a subtle way. Ask students if they know how to end a small talk.

Suggested time: 1 minute
Strategy 4: Ending the small talk

- Ending the small talk or saying goodbye is not always easy. Here are some ways to end the small talk:
  - It's been great chatting with you. Good luck with your assignment.
  - It was great seeing you. Hope you can find your books easily.
  - I wish I could keep talking to you, but I gotta go to class. I'm sure I'll see you soon, though.
  - Sorry I have to go. Catch up with you later.

Show students these examples and ask them to come up with some more examples to end the small talk. You might want to ask them how they would react to these comments, too. For example: A: It’s been great chatting with you. Good luck with your assignment. B: Thanks! Hope to see you around soon.

Suggested time: 2 minutes

Role-Play

- Work in pairs (or 3)
- Think about a place where you typically make small talk (by the elevator, at the lobby, at the gym, at the cafeteria)
- Use some of the strategies you have learned to make small talk successfully
- Present your small talk to the class
- Your audience will identify the strategies used

These are instructions for students to perform a role-play. Ask students to work in pairs of groups of 3 and think of a possible situation in which they would have to make small talk. Give them some time to prepare (approximately 5 minutes) and “rehearse” what they will say. Encourage them to use the strategies learned. Have students present in front of the class and ask the audience to identify the strategies used.

Suggested time: 10 to 15 minutes

This is the end of task 3. Thank you for your participation.
Task 4

Innovation is typically a required knowledge for many students in academia and professionals, regardless of the area students will work in. You might want to ask students the type of jobs they want to get in the future and how they can be innovative in their position.

Suggested time: 1 minute

Students can work in groups of 3 or 4 and discuss the 4 questions.

If you have time, you might assign one student per group to report what the students discussed in each group.

Suggested time: 5 minutes

The information in this activity was taken from an article written by Holy Green, experienced CEO, published in Forbes.com. Students can discuss whether these sentences are true or false based on their own opinion. Later, they will find out what the correct answers are and whether they agree or disagree with them. Still in groups, students can spend about 1 minute discussing each question and trying to reach consensus (either T or F). Ask each group to have their answers recorded on a piece of paper so they can compare how many answers they got right.

Suggested time: 5 minutes
Answers

1. Innovation is the act of coming up with new and creative ideas.

**False**

In business, innovation is the act of applying knowledge, new or old, to the creation of new processes, products, and services that have value for at least one of your stakeholder groups. The key word here is applying. Generating creative ideas is certainly part of the process. But in order to produce true innovation, you have to actually do something different that has value.


This and the next 4 slides contain the answers to the statements. You can ask one volunteer to read the justification. Students can provide arguments for agreeing or disagreeing with the justification.

Suggested time: 2 minutes per slide

---

Answers

2. Innovation is a random process.

**False**

Innovation is a discipline that can (and should) be planned, measured, and managed. If left to chance, it won’t happen.


Same steps as previous slide.

Suggested time: 2 minutes

---

Answers

3. Innovation is the exclusive realm of a few naturally talented people.

**False**

Everyone has the power to innovate by letting their brain wander, explore, connect, and see the world differently. The problem is that we’re all running so fast that we fail to make time for the activities that allow our brains to see patterns and make connections. Such as pausing and wondering....what if?


Same steps as previous slide.

Suggested time: 2 minutes
4. The most important type of innovation involves bringing new products and services to market.

**False**

It’s certainly important to bring new products and services to market. But the most important form of innovation, and the #1 challenge for today’s business leaders may really be reinventing the way we manage ourselves and our companies.


5. The most powerful way to trigger your brain is to simply ask it a question.

**True**

Ask a question and the brain responds instinctually to get closure. The key with innovation is to ask questions that open people to possibilities, new ways of looking at the same data, and new interpretations of the same old thing.


As a wrap-up, you might want to ask students to be in groups (same group or different). Have them discuss the questions on the slide. You might want to ask them to justify the reasons of the product they chose by highlighting its benefits in society. In the end, have one person in each group report back to the class.

Suggested time: 10 minutes
This is the end of task 4. Thank you for your participation.
## Task 5

**You may want to start by asking students what idioms are and if they can recognize the one in the picture (reach/shoot for the stars).**

**Suggested time:** 1 minute

---

**Warm-up**

1. **Why do people use idioms?**
2. **Can you think of some idioms in English?**
3. **What do they mean?**

   Before starting the warm-up, ask students if they have ever heard of the idiom “take a rain check” and what it means (the meaning will be in the next activity).

   This is a warm-up to help students reflect about the use of idioms in English. Idioms are phrases that are fixed and have figurative or literal meaning. They can be used to represent meaning in a more accurate and sometimes fun way.

   Students can work in pairs or in small groups and share a few ideas about each question.

   **Suggested time:** 5 minutes
Hand out worksheet and show each idiom in this slide to your students. Have them work in groups (of 3 or 4) and try to find out what they mean. Give them about 20 seconds to write the meaning of each idiom in the worksheet (page 1). Warn them not to look at page 2 because the answers are there. Tell them that they will be able to check their answers at the end of the activity and record their score in the worksheet.

Suggested time: 10 minutes

---

<table>
<thead>
<tr>
<th>1. Reach/shoot for the stars</th>
<th>10. Get your act together</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Take a rain check</td>
<td>11. Play it by ear</td>
</tr>
<tr>
<td>3. Off the top of my head</td>
<td>12. Have second thoughts</td>
</tr>
<tr>
<td>4. Give it a shot</td>
<td>13. Out of the blue</td>
</tr>
<tr>
<td>5. Speak your mind</td>
<td>14. Have a chip on your shoulder</td>
</tr>
<tr>
<td>6. Go out of your way to do something</td>
<td>15. Get something off your chest</td>
</tr>
<tr>
<td>7. A rip off</td>
<td>16. Burn your bridges</td>
</tr>
<tr>
<td>8. Have mixed feelings about something</td>
<td>17. Call it a day</td>
</tr>
<tr>
<td>9. Know your stuff</td>
<td>18. Play the devil’s advocate</td>
</tr>
</tbody>
</table>

---

Students can continue working in the same group of 3 or 4.

1. On page 2 of their worksheet, students can check their answers and record their score. If you have a competitive group, you may want to check who had the highest score and won the game.

2. Assign one or two idioms for each of your students (e.g., one student will have idioms 1 and 2, another student will have idioms 3 and 4, etc.). You might want to allow them about 5 minutes to complete their sentences.

3. Tell students to share their sentence with the whole class. If you want to turn this step into a listening activity, you might want to ask students to write down the sentences they hear. This could be good listening practice.

Suggested time: 10 minutes
<table>
<thead>
<tr>
<th>Scenario: Managing Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will work in groups of 3 or 4.</td>
</tr>
<tr>
<td><strong>Scenario</strong>: You are in a university class discussing a topic with your colleagues. There will be some disagreement and at least two of you will have conflicting opinions about the topic. Each one of you will use:</td>
</tr>
<tr>
<td><strong>one idiom in English</strong></td>
</tr>
<tr>
<td>One or two of you will manage the conflict and try to solve the problem. <strong>Your audience will identify the idioms you have used.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Get students to work in groups of 3 or 4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give each group about 5 minutes to prepare their scene. Ask each student to pick one idiom in English to use during the presentation of the scenario.</td>
</tr>
<tr>
<td>Have groups present their scene in front of the class. Tell the groups that the audience will identify the idioms used. This is also good listening practice.</td>
</tr>
<tr>
<td>Suggested time: 15 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During this task:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What English idiom do you think you will use more often?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This question serves to wrap up the task. You can ask this question to the whole class and have them share a few thoughts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested time: 2 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Idioms in English</strong></td>
</tr>
</tbody>
</table>

| This is the end of Task 5. Thank you for your collaboration! |
## Idioms - Guessing Game

<table>
<thead>
<tr>
<th>Idiom</th>
<th>What do you think the meaning is?</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) reach/shoot for the stars</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2) take a rain check</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>3) off the top of my head</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>4) give it a shot</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>5) speak your mind</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>6) go out of your way to do something</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>7) a rip off</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>8) have mixed feelings</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>9) know your stuff</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>10) get your act together</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>11) play it by ear</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>12) have second thoughts</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>13) out of the blue</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>14) have a chip on your shoulder</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>15) get something off your chest</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>16) burn your bridges</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>17) call it a day</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>18) play devil’s advocate</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Score** /18 points
<table>
<thead>
<tr>
<th>Idiom</th>
<th>Meaning</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) reach/shoot for the stars</td>
<td>to set your goal or ambitions very high</td>
<td></td>
</tr>
<tr>
<td>2) take a rain check</td>
<td>to refuse an offer/invitation but with the hope/promise that it can be postponed to a later date/time</td>
<td></td>
</tr>
<tr>
<td>3) off the top of my head</td>
<td>using only the ideas you have in your head at that moment</td>
<td></td>
</tr>
<tr>
<td>4) give it a shot</td>
<td>give it a try</td>
<td></td>
</tr>
<tr>
<td>5) speak your mind</td>
<td>say what you honestly feel</td>
<td></td>
</tr>
<tr>
<td>6) go out of your way to do something</td>
<td>to take extra time to make an additional effort to do something</td>
<td></td>
</tr>
<tr>
<td>7) a rip off</td>
<td>something very over-priced</td>
<td></td>
</tr>
<tr>
<td>8) have mixed feelings</td>
<td>to be unsure about something</td>
<td></td>
</tr>
<tr>
<td>9) know your stuff</td>
<td>to know something very well</td>
<td></td>
</tr>
<tr>
<td>10) get your act together</td>
<td>start behaving properly</td>
<td></td>
</tr>
<tr>
<td>11) play it by ear</td>
<td>to improvise; to not make a plan but decide what to do as you do it</td>
<td></td>
</tr>
<tr>
<td>12) have second thoughts</td>
<td>to have doubts</td>
<td></td>
</tr>
<tr>
<td>13) out of the blue</td>
<td>unscheduled, improvised</td>
<td></td>
</tr>
<tr>
<td>14) have a chip on your shoulder</td>
<td>to seem angry all the time because you think you have been treated unfairly or feel you are not as good as other people</td>
<td></td>
</tr>
<tr>
<td>15) get something off your chest</td>
<td>to say something serious or difficult that you have been thinking about for a while</td>
<td></td>
</tr>
<tr>
<td>16) burn your bridges</td>
<td>ruin a relationship</td>
<td></td>
</tr>
<tr>
<td>17) call it a day</td>
<td>expression said near the end of a day which means “That’s enough for today. Let’s end and go home.”</td>
<td></td>
</tr>
<tr>
<td>18) play devil’s advocate</td>
<td>to argue against somebody just so you can hear your opponent’s reasoning</td>
<td></td>
</tr>
</tbody>
</table>
Task 6

You may want to start by asking what is necessary for effective communication. In this task, you will mainly focus on direct communication strategies (low context) which is typically what mainstream university contexts in North America tend to favour.

Suggested time: 1 minute

This task is part of the research in which you are participating. Thank you for your participation.

What would you say...

to someone who is sitting next to you in the library and you wanted to open the window because it’s hot inside?

E.g.: 
Do you mind if I open the window?

E.g.: 
Can I open the window?

What would you say...

to a friend who invited you to go to the movies but you prefer to stay home?

E.g.: 
I’d rather stay home tonight. Have fun!

E.g.: 
Thanks, but I feel like staying in tonight.

This is a warm-up to get students to think about language in different situations. Once again, focus will be on “direct communication” (low context). You may start by asking the question on the slide to the whole class first (and not showing the two possible answers). Get students to provide some possible answers. Then, show them the two answers and ask which one they would be more comfortable using.

It is important to mention to students that both are acceptable, but some can be more or less informal.

Suggested time: 10 minutes (for this and the next 6 slides)

Same instructions as previous slide.
### What would you say...

**to a friend who asked for help with an assignment at a time when you’re very busy?**

*E.g.*:
Sorry, I can't right now. How about tomorrow?

*E.g.:
I’m busy now but I can help you in 30 minutes.*

### What would you say...

**to a friend who gave you a gift that you don’t really think it’s useful for you**

*E.g.*:
Thanks. I don’t think I’ll use this but my sister will.

*E.g.:
I’m not sure I can use this but I’ll try. Thanks!*

### What would you say...

**to colleagues during a classroom discussion that you don’t agree with their point of view?**

*E.g.*:
I don’t agree with you.

*E.g.:
I don’t quite agree with what you’re saying.*

Same instructions as previous slide.
What would you say...

to colleagues during your first meeting to prepare for a group presentation?

E.g.:
Let’s divide the work according to sections.

E.g.:
Would like to do the intro?

Factors for effective communication

- verbally explicit and straight to the point
- in the academic environment communication is more formal
- separation of time and space is important: if you’re busy, tell your friend you’re busy
- relationships with colleagues are typically of shorter duration: colleagues are not your best friends
- explicit written communication is preferred
- when working in groups, division of tasks is important

People and Situations

Consider the people below:

- Professors
  - Colleagues and/or friends
  - Family members

If you had to make a request or ask them a favour, what expressions would you use?

Students can work in pairs to reflect on different registers. Some expressions that can be used are: I was wondering if...; Can you...; Can I...; Would you mind if...?

Suggested time: 5 minutes

Same instructions as previous slide.

Go over some factors for effective communication. You might want to provide an example for each point (if you can and have the time).

Suggested time: 5 minutes
Get students to work in groups of 4. Roles: two colleagues, one colleague that is causing trouble, and a professor. Give each group about 5 minutes to prepare their scene. Ask students to reflect on explicit and direct communication. Have groups present their scene in front of the class. Tell the groups that the audience will decide whether your scene had effective explicit communication. This is also a good opportunity to let students know about these types of problems, which are typical in undergraduate group work.

Suggested time: 10 minutes

This is the end of task 6. Thank you for your participation.
## Task 7

### Using Discourse Markers

**Essentially,** **Surprisingly,** and **What I mean is.**

This task is part of the research in which you are participating. Thank you for your participation.

### Discourse Markers

- **Look at the text below:**
  - E.g.: **First,** I’ll describe the EAP program. **Second,** I’ll talk about the extra-curricular activities that are available. **Third,** I’ll highlight the advantages of the program. **Finally,** I’ll conclude the presentation by summarizing the main points.
  - Why do people use discourse markers?

### Discourse Markers

- **Unfortunately...**
- **By the way...**
- **At the end of the day...**
- **Here’s the thing...**
- **In fact/Actually...**
- **Similarly...**
- **Anyway...**
- **However...**

| 1. | To move on to another point or to close a conversation |
| 2. | To raise an important point |
| 3. | To conclude an argument |
| 4. | To introduce a new idea unrelated to the situation |
| 5. | To emphasize the truth of a statement, especially in contrast to what has been previously said |
| 6. | To show two ideas are similar or connected |
| 7. | To contrast two ideas |
| 8. | To introduce something that is said or disappointing |

You may want to start by asking students to read the words in the bubbles. Ask them what kind of words these are and what their purpose in speech is (these are discourse markers that serve to signal what the next information is about or how important it is).

Suggested time: 1 minute

Ask students to read the example and notice the discourse markers. Ask them why people use discourse markers in English.

Possible answers: organize speech, signal what is coming next, and adding emphasis.

Suggested time: 2 minutes

Ask students to look at the discourse markers on the left and match them with the corresponding definition on the right.

Answers are in the next slide.

Suggested time: 5 minutes
### Key

- **Unfortunately**: To introduce something that is said or disappointing
- **By the way**: To introduce a new idea unrelated to the situation
- **At the end of the day**: To conclude an argument
- **Here’s the thing**: To raise an important point
- **In fact/Actually**: To emphasize the truth of a statement, especially in contrast to what has been previously said
- **Similarly**: To show two ideas are similar or connected
- **Anyway**: To move on to another point or to close a conversation
- **However**: To contrast two ideas

### Studying abroad: A learning experience

- Why did you decide to study abroad?
- What are some of the things people learn while studying abroad?

### Sources


### Activities

- Show them each discourse markers and provide an example. You may want to ask if they know other discourse markers (no comparison to other languages should be done in this group just for the sake of the research study).

  **Suggested time**: 5 minutes

- Ask students these two questions in the slide to activate prior knowledge of the topic. Students can work in pairs, groups or as a whole class.

  **Suggested time**: 3 minutes

- Tell students that they will watch a video of university students talking about their experience studying abroad. They will watch it twice. First, they should take notes of the benefits of studying abroad. Second, they should focus on discourse markers used.

  **Suggested time**: 5 minutes
Tell students they will work in groups and talk about their experiences studying abroad. Ask them to choose at least 2 (or more) discourse markers they have learned today. Allows students some time to prepare. Get students to work in groups of 3 or 4 and compare their experiences.

Suggested time: 10 minutes

Task 7
Using Discourse Markers

You have completed Task 7

This task is part of the research in which you are participating.

Thank you for your participation.
Task 8

You may want to start by asking students how they can use technology for academic purposes so they can succeed in school (computers, websites, online dictionaries, phones). You may want to share some stories of your own when you were (or if you are) attending school.

Suggested time: 1 minute

Listening activity: ask students to take notes of the first 6 tips in the video.

Video source: Shelby Church (2015, August 31). School Life Hacks everyone needs to know [Video file]. Retrieved from https://www.youtube.com/watch?v=zbFUtvNKvvo

Answers (1: Camscan your notes; 2: 2X play Youtube videos; 3: Use Student Discounts; 4: Use “RescueTime” to evaluate how you study; 5: Digitally organize your closet; 6: Use a School Schedule Lockscreen).

Suggested time: 5 minutes

Students can work in small groups (3 or 4) and discuss which of the 6 tips they use (or would be interested in using) and why.

Suggested time: 3 minutes
Allow students a couple of minutes to reflect on the comments in the slide.

Suggested time: 2 minutes

Tell students they will work in groups and talk about their tips on how to use technology to help with their school life. Allow them some time to share their stories (about 5 to 10 minutes). Ask your students to make notes of what they have learned from their colleagues. Finally, get students to share a few ideas they have learned (2 minutes).

Suggested time: 15 minutes

This is the end of task 8. Thank you for your participation.
### Task 9

You may want to start by telling students they will listen to a podcast titled “This is why I stopped going to zoos.” Ask them what the podcast will be about (a man providing arguments to explain why he stopped going to zoos). Ask students in they have ever been to the Toronto zoo, or other zoos in their countries of origin, when they were traveling, etc. Ask what their general opinion about zoos are.

**Suggested time: 2 minutes**

<table>
<thead>
<tr>
<th>Listen and take notes of his arguments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making a strong statement requires good arguments.</td>
</tr>
<tr>
<td>Listen to the podcast and take notes of the arguments used to support the man’s view about zoos not being a place he ever wants to go again.</td>
</tr>
</tbody>
</table>

**Source:** [http://mp3.cbc.ca/radio/CBC_Radio_VMS/529/995/the180_20160603_60006_uploaded.mp3](http://mp3.cbc.ca/radio/CBC_Radio_VMS/529/995/the180_20160603_60006_uploaded.mp3)

Get some ideas from students. Answers are in the next slide.

**Suggested time: 5 minutes**

<table>
<thead>
<tr>
<th>What kind of arguments were used?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a question to get students thinking about the types of arguments used. Answers are in the next slide.</td>
</tr>
</tbody>
</table>

**Suggested time: 1 minute**
Go over the six types of arguments students can use to support a claim: observations, reasoning, historical events, identifying limitation, data, offering an alternative. Ask students if these are good arguments (they will probably say yes).

Suggested time: 3 minutes

Tell students they will work in groups and talk about things they have stopped doing (e.g., stopped smoking, stopped drinking pop, stopped buying Nike products, stopped procrastinating, etc.). Provide an example of your own if students find it challenging to remember one. Allow them some time to prepare (about 5 minutes). Remind them to use different types of arguments. Get students to work in groups of 3 or 4 and share their ideas. As they listen to their colleagues, get them to make notes of the types of arguments used.

Suggested time: 15 minutes

This is simply a reminder for future academic discussions.
This is the end of task 9. Thank you for your participation.
### Task 10

<table>
<thead>
<tr>
<th>Slides</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image.png" alt="Task 10 Slides" /></td>
<td>This last task is a final reflection. Give students the worksheet with all the tasks and ask them to write their thoughts about them. Suggested time: 25 minutes</td>
</tr>
</tbody>
</table>

This task is part of the research in which you are participating. Please provide your opinion about this task in your diary. Thank you for your participation.
Remember these tasks?

Task 1
Introducing Yourself in an Academic Environment

Task 2
Using Diplomacy in Academic Discussions

Task 3
Small talk strategies

Task 4
Innovation

Task 5
Idioms in English

Task 6
Effective Communication in Different Situations

Task 7
Using Discourse Markers

Task 8
Using Technology to Succeed in School

Task 9
This is why I stopped going to zoos

Task 10 - Reflection
Task 10 – Reflection

This reflection refers to the tasks you have completed for the purposes of the research. Please provide information about the topics below. Write a minimum of five (5) lines for each answer.

1) Write about how these tasks have helped you:

- learn the English language (speaking and listening)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

- learn to communicate and understand others

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
2) Write about:

- one particular task you enjoyed. Why did you like it?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

- one particular task you did not enjoy. Why didn’t you like it?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Thank you for your participation
Appendix 7. Demographic questionnaire

1) Choose a pseudonym (fake name): ___________________________

2) Email: _________________________________

3) Sex (please circle):   Male    Female    Prefer not to answer

4) Age: _____

5) Country where you were born: _________________________

6) First Language(s): ______________________

7) Do you ever use languages other than English and your first language? Please indicate which language and circle the level of proficiency:

<table>
<thead>
<tr>
<th>Language</th>
<th>Who do you use this language with? (friends, parents, visitors, colleagues, etc.)</th>
<th>Where do you use this language? (school, home, online, church, streets, etc.)</th>
<th>Which skills do you use in this language?</th>
<th>What level of proficiency do you think you have in this language?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reading</td>
<td>A1 = Very beginner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Speaking</td>
<td>A2 = Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing</td>
<td>B1 = Intermediate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Listening</td>
<td>B2 = Upper Intermediate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ALL of the above</td>
<td>C1 = Advanced</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C2 = Proficient</td>
</tr>
</tbody>
</table>
8) What was your English score when you applied to XXXXX?

TOEFL ________ OR IELTS ________ OR Other: _________

9) How long have you been studying English?
   a) less than 1 year   b) 1 year or more   c) 2 years or more   d) 3 years or more   e) 4 years or more

10) What age did you first start learning English? ________

11) How long have you lived in Canada? ________

12) Have you lived in any other city in Canada? Yes No

13) If you answered YES, please circle the option that applies to you:

   a) I lived in one other city   b) I lived in 2 other cities   c) I lived in 3 other cities   d) I lived in 4 other cities   e) I lived in 5 other cities   f) I lived in more than 5 other cities

   List the Canadian cities you lived in:

____________________________________________________________________

14) Have you lived in any other country besides Canada? Yes No

15) If you answered YES, please circle the option that applies to you:

   a) I lived in one other country   b) I lived in 2 other countries   c) I lived in 3 other countries   d) I lived in 4 other countries   e) I lived in 5 other countries   f) I lived in more than 5 other countries

   List all countries you lived in:

____________________________________________________________________

16) Are you attending a university program at the moment? YES NO

17) If you answered YES, please write the program and where (for example: International Business):

   Program: _____________________ Where? _____________________

18) Do you intend to attend (or continue to attend) university when you finish the EAP program at XXXXX? YES NO

19) If you answered YES, please write the program and where (for example: International Business):

   Program: _____________________ Where? _____________________

20) What is your status in Canada (please circle)?:

   a) International Student (study visa)   b) International worker (work visa)
   c) Permanent Resident   d) Canadian Citizen

21) If you are an international student or worker, do you have plans to immigrate to Canada? (please circle):

   Yes No
Please read the statements below and briefly answer the questions:

A plurilingual person is someone who knows two or more languages, but does not necessarily speak them at the same proficiency level, for example one language can be more fluent than the other. A plurilingual person is also someone who knows variations in the same language, for example, the way a language is used in different regions of the country or in other countries.

Do you consider yourself a plurilingual person? Yes or No? Why do/don’t you think so?

A pluricultural person is someone who knows about two or more cultures, but does not necessarily adopt them at the same level. A pluricultural person is also someone who knows about differences and similarities between cultures even in the same country/city, for example, the way people behave in different regions of the same country.

Do you consider yourself a pluricultural person? Yes or No? Why do/don’t you think so?
### Appendix 8. Plurilingual and pluricultural competence (PPC) scale

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

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>When talking to someone who knows the same languages as I do, I feel comfortable switching between one language to another language</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>It’s difficult for me to accept cultural differences when talking to people from different cultural backgrounds</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>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</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>It’s easy for me to make adjustments in my communication style if the person I am talking to comes from a different cultural background</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>I don’t try to understand a conversation when people are speaking in a language I don’t know, even if they speak very slowly</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>When communicating with people from another cultural background, it is important that I am aware of communication styles and make necessary adjustments when talking to them</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>I speak my first language and English, but I also know words and expressions in other languages</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>It’s difficult for me to explain stereotypical ideas from my cultural background when interacting with people from other cultural backgrounds</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>When talking to someone who knows the same languages as I do, using two languages at the same time in a conversation is not right. Languages should be used separately</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>I don’t want to learn about more other cultures (except for English-related ones) in the future</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>When talking to someone who knows the same languages as I do, it is difficult for me to respond if he/she switches from one language to another language</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>I understand there are differences between cultures and that what can be considered ‘strange’ to one person may be considered ‘normal’ to another</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>The more languages I know, the better I can understand the global community</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>It is easy for me to talk to people from other cultural backgrounds, and discuss similarities and differences in points of view</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>When talking to someone who knows the same languages as I do, in order to keep a conversation going some people interact in two (or more) languages, but I find it difficult for me to do so</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>The fact that I already know about at least two cultures (or more) doesn’t make it easier for me to learn about a new culture</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>I understand that in the future, the languages I now speak can be more or less fluent depending on the experiences I have and how I use these languages</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18</td>
<td>I need to have similar values and beliefs as a person from another cultural background so we can understand each other</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>19</td>
<td>The fact that I already know at least two languages (or more) doesn’t make it easier for me to learn a new language</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>When communicating with people from other cultural backgrounds, it’s difficult for me to explain misunderstandings and misinterpretations</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>21</td>
<td>I am able to recognize some languages other people speak if they are similar to my first language (e.g., same language family)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22</td>
<td>In order to have a good understanding of the global community, it is important that I learn about similarities and differences between cultures</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23</td>
<td>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</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>24</td>
<td>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</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Appendix 9. Diary Guidelines

Please follow the guidelines below:

- You will be required to write approximately 5 minutes per week on your diary

- It is important that you reflect on the types of activities you had in class that helped you be aware of other languages and cultures

- Write a minimum of one page double-spaced per entry

- Your diary will have 10 entries, one per week

Only Ms. Angelica Galante and her PhD supervisor, Dr. Enrica Piccardo will read your diary. If you have any questions, contact Ms. Galante via email XXXXXXXX or at XXXXXXXXX. Your answers will be treated confidentially, that is, your name will not be identified.

In each entry:

Try to remember the classroom task you had for that week. The following guiding questions may help you write your entry.

1) How did this activity help you to be aware of other languages (not only English) and cultures you know?
2) What did you learn about the languages and cultures that you and your colleagues know? Provide examples.
3) Write your opinion about this activity. Did you like it or not? Why? Why not?
4) Write your feelings towards this activity.

Thank you for your entry.
Appendix 10. Classroom observation guide

Date of Observation: ______________________

Treatment Class: 1 2 3 4 5 6 7

Teacher: ________________________

Number of student participants attending class ________________

1) How have students reacted during the plurilingual task? Did they seem engaged/enthusiastic or passive/bored? What type of evidence suggests this?

2) During the entire lesson, have students positively/negatively reacted in any way that shows they are/aren’t open to learn about other languages and cultures? Enter examples.

3) Are there any other factors you can observe that contribute to/hinder students’ interest in linguistic and cultural diversity? Provide examples.
Appendix 11. Focus group and guiding questions

Welcome
Thank you for agreeing to be part of the focus group. I appreciate your willingness to participate.

Introduction
As you may already know, my name is Angelica Galante and I am a PhD student at the Ontario Institute for Studies in Education (OISE) at the University of Toronto.

Purpose of the focus group
The reason we are having this focus group is to find out about classroom activities that EAP students found helpful. I need your opinion and want you to share your honest and open thoughts with us.

Consent Letters
Before we start, I need you to give me permission. You will see a consent letter in front of you. Please read it and let me know if you have any questions (answer any questions). If you sign this consent form, it means you have given me permission to use your answers in my research. If you do not want to give me consent, you will not be able to participate in this focus group (collect consent forms). Thank you.

Ground rules
1) I need YOU do to all the talking.
I will ask you about 10 questions.
I would like everyone to participate and to answer every question.
You can be the first one to answer the question or the last one. The order doesn’t matter. But I would like you all to speak up.
I may call on you if I haven't heard from you in a while.

2) There are no right or wrong answers.
Every person’s experiences and opinions are important.
Speak up if you agree or disagree.
I would like to hear a wide range of opinions.

3) What is said in this room stays in this room
Only my PhD supervisor and I will have access to your responses.
Your teacher and no one else at the XXXXXX will know about your answers.
I also ask you not to tell others about what we said in this room. Our answers should be treated confidential.

4) I will be audio-recording the focus group
I want o capture everything you have to say.
I will not identify any one of you by name in the report. Your name will remain anonymous.
Do you have any questions before we begin? (answer any questions) OK, I’ll start recording and we will begin now.

Engagement questions

1) How many languages and cultures do you know? It could be languages and cultures you know very well or that you simply know a little.
2) How did you learn these languages and cultures?
3) How do you think your EAP program helped you recognize all these languages and cultures you know?
4) What were your favourite classroom activities in your EAP program?

Exploration questions

5) Which classroom activities in particular do you think helped you learn about the languages and cultures you know?
6) Which classroom activities in particular do you think helped you learn about the languages and cultures your classmates know?
7) How exactly do you think these activities might help you in real life, that is, outside of the classroom? Provide examples.
8) What are the advantages and disadvantages of completing these classroom activities?
9) How do you feel about yourself when you have to speak English with people from different cultural and language backgrounds?
10) What are some strategies you have learned in your EAP program that you didn’t know before but now you do?

Exit question

11) Is there anything else you would like to say about any classroom activities? (allow participants to speak). Ok, we have reached the end of our focus group. I would like to thank you once again for your participation. I truly appreciate it. Please help yourself you some snacks and refreshments before you go. Thank you.
### Appendix 12. Teacher interview guide

The following questions were used to guide the semi-structured interview with teacher participants. The interview was audio-recorded and teachers were made aware that they could stop the recording or the interview at any time should they feel uncomfortable.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td><em>Hello, my name is Angelica Galante, I am a PhD Candidate at the University of Toronto and I am conducting a study to explore plurilingual practices in the classroom. I will be asking you a few questions about your experience with the tasks you have applied. It’s important that you be very honest when providing answers so please feel free to say positive and negative comments. You don’t have to answer all of the questions if you don’t want to or if you don’t feel comfortable doing so. This interview will be audio-recorded and you may request that I stop the recording and the interview in case you don’t feel comfortable. Do you have any questions before we begin? (answer any questions). Please feel free to interrupt, comment or ask questions at anytime. Can I start audio-recording now?</em></td>
</tr>
</tbody>
</table>
| **Teacher’s demographic information** | 1) You’re an English instructor at the XXXX. How long have you been working here and how long have you been an English instructor?  
2) Can you tell me about your educational (degrees, certificates, etc.) and professional background (previous place of employment, work overseas, etc.)?  
3) Before participating in this research, had you ever received any training on plurilingual education? |
| **Teachers’ perceptions of their own plurilingualism/pluriculturalism** | 4) I will read a definition of what plurilingual person is and I’d like you to tell me if you consider yourself a plurilingual person or not. (read the definition) *A plurilingual person is someone who knows two or more languages, but does not necessarily speak them at the same proficiency level, for example one language can be more fluent than the other. A plurilingual person is also someone who knows variations (dialects) in the same language, for example, the way a language is used in different regions of the country or in other countries. Do you consider yourself a plurilingual person? Yes or No? Why do/don’t you think so?*  
   o Can you tell me more about the languages you know even if you don’t speak them fluently?  
5) I will read a definition of what a pluricultural person is and I’d like you to tell me if you consider yourself a pluricultural person or not. (read the definition) *A pluricultural person is someone who knows about two or more cultures, but does not necessarily adopt them at the same level. A pluricultural person is also someone who knows about differences and similarities between cultures even in the same country/city, for example, the way people behave in different regions of the same country. Do you consider yourself a pluricultural person? Yes or No? Why do/don’t you think so?*  
   o Can you tell me more about the cultures you know, and about customs and beliefs you have adopted? |
| **Teachers’ perceptions of the tasks applied** | 6) You have applied 20 tasks with your students – 10 each per group. How would you compare the tasks applied to each group – treatment and comparison?  
7) Which set of tasks – treatment and comparison – did you find most helpful to your students? |
Why?

Teachers' perceptions of the plurilingual tasks applied

8) Now I’ll ask you about the tasks applied in your treatment group: the plurilingual tasks. Can you tell me your general impression about the tasks?
   o To what extent did you find them helpful for your students?
   o What was the best thing (if any) about the tasks?
   o What was the major drawback (if any) about the tasks?

9) Can you tell me your impressions about how your students perceived the tasks?
   o Did they enjoy them or did they find them uninteresting?

10) To what extent do you think these tasks can help students learn more English language skills?
   o Can you provide an example?

11) What have been the challenges (if any) applying these tasks?
   o Can you provide an example?

12) What have been the successes (if any) of these tasks?
   o Can you provide an example?

Teachers' perceptions of the plurilingual tasks applied and their educational context

13) You may have had students who are more plurilingual and pluricultural than others in your classes. Did you find these tasks were more or less helpful to particular students? Why?
   o Can you provide an example?

14) Were there any challenges or benefits during the completion of the tasks considering most of your students were from one particular country?
   o Can you provide an example?

15) Did you feel comfortable allowing your students to use other languages in your classroom? Why? Why not?

16) Did you feel comfortable allowing your students to talk about other cultures in your classroom? Why? Why not?

17) You (don’t) consider yourself a plurilingual and pluricultural person. Do you think this has influenced your comfort levels when applying the plurilingual tasks?

Teachers' perceptions of plurilingual attitudes over time

18) Over time, do you think your attitudes towards the plurilingual tasks have changed?
   o For example, were you more or less open to these tasks at the beginning compared to the end of your course?
   o What do you think contributed to this change? Or why do you think your attitude has not changed substantially?

19) Over time, do you think your students’ attitudes towards the plurilingual tasks have changed?
   o For example, were they more or less open to these tasks at the beginning compared to the end of your course?
   o What do you think contributed to this change? Or why do you think their attitude has not changed substantially?

Future Applications

20) In the future, would you like to continue to apply similar plurilingual tasks with your students? Why/Why not?

21) Do you believe teachers who perceive themselves as monolinguals and monoculturals would be able to apply these tasks? Why/Why not?

22) What kind of advice would you provide to teachers who have never used plurilingual tasks in
Final thoughts

These are all the questions I had for you. Would you like to make any other comments before we finish? Would you like to ask me any questions? (answer any questions)

Thank you very much for your participation. I really appreciate it
Appendix 13. Statistical tests for PPC levels

Repeated measures ANOVA – test within-subject effects for PPC levels

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Sphericity Assumed</td>
<td>1.034</td>
<td>1</td>
<td>1.034</td>
<td>29.074</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Greenhouse-Geisser</td>
<td>1.034</td>
<td>1.000</td>
<td>1.034</td>
<td>29.074</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Huynh-Feldt</td>
<td>1.034</td>
<td>1.000</td>
<td>1.034</td>
<td>29.074</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Lower-bound</td>
<td>1.034</td>
<td>1.000</td>
<td>1.034</td>
<td>29.074</td>
<td>.000</td>
</tr>
<tr>
<td>time * Group</td>
<td>Sphericity Assumed</td>
<td>.211</td>
<td>1</td>
<td>.211</td>
<td>5.941</td>
<td>.016</td>
</tr>
<tr>
<td></td>
<td>Greenhouse-Geisser</td>
<td>.211</td>
<td>1.000</td>
<td>.211</td>
<td>5.941</td>
<td>.016</td>
</tr>
<tr>
<td></td>
<td>Huynh-Feldt</td>
<td>.211</td>
<td>1.000</td>
<td>.211</td>
<td>5.941</td>
<td>.016</td>
</tr>
<tr>
<td></td>
<td>Lower-bound</td>
<td>.211</td>
<td>1.000</td>
<td>.211</td>
<td>5.941</td>
<td>.016</td>
</tr>
<tr>
<td>Error(time)</td>
<td>Sphericity Assumed</td>
<td>4.515</td>
<td>127</td>
<td>.036</td>
<td>.036</td>
<td>.036</td>
</tr>
<tr>
<td></td>
<td>Greenhouse-Geisser</td>
<td>4.515</td>
<td>127.000</td>
<td>.036</td>
<td>.036</td>
<td>.036</td>
</tr>
<tr>
<td></td>
<td>Huynh-Feldt</td>
<td>4.515</td>
<td>127.000</td>
<td>.036</td>
<td>.036</td>
<td>.036</td>
</tr>
<tr>
<td></td>
<td>Lower-bound</td>
<td>4.515</td>
<td>127.000</td>
<td>.036</td>
<td>.036</td>
<td>.036</td>
</tr>
</tbody>
</table>

Test of between-subjects effects for PPC levels

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>2236.518</td>
<td>1</td>
<td>2236.518</td>
<td>14939.652</td>
<td>.000</td>
<td>.992</td>
</tr>
<tr>
<td>Group</td>
<td>.364</td>
<td>1</td>
<td>.364</td>
<td>2.431</td>
<td>.121</td>
<td>.019</td>
</tr>
<tr>
<td>Error</td>
<td>19.102</td>
<td>127</td>
<td>.150</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Independent samples t-test – PPC levels

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td>T1 Equal variances assumed</td>
<td>.518</td>
<td>.473</td>
<td>.327</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>.322</td>
<td>98.817</td>
<td>.748</td>
</tr>
<tr>
<td>T2 Equal variances assumed</td>
<td>.145</td>
<td>.704</td>
<td>2.524</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>2.450</td>
<td>94.306</td>
<td>.016</td>
</tr>
</tbody>
</table>

### Independent samples t-test – Change in PPC levels over time

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td>Change in PPC Equal variances assumed</td>
<td>.043</td>
<td>.836</td>
<td>2.437</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>2.445</td>
<td>105.428</td>
<td>.016</td>
</tr>
</tbody>
</table>