"I'm Decolonizing It:" Trained Teachers' Perceptions of Plurilingual Pedagogies in Language Classrooms

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Abstract

With the bilingual and multilingual population growing in Canada, researchers and educators have in recent years paid much attention to plurilingual pedagogies that encourage learners to use their entire linguistic and cultural repertoires (May, 2014; Lau & Van Viegen, 2020). Yet, the implementation of these pedagogies is greatly influenced by teachers' understandings and perceptions. Earlier studies show that teachers hold positive attitudes towards the plurilingual theory but were still reluctant to apply it in practice (Galante et al., 2020; Maatouk & Payant, 2022), possibly due to teachers' little or no training in plurilingual pedagogies. This mixed methods study examined perceptions of language teachers who had prior knowledge or training in plurilingual pedagogies (N = 30), mostly in the Canadian context. Three research questions guided this study: *1) What are trained teachers' perceptions of the affordances and challenges when implementing plurilingual pedagogies in language classrooms?, 2) To what extent do trained teachers perceive that their own plurilingual and pluricultural competence levels support or hinder the implementation of plurilingual pedagogies?, and 3) What resources do trained teachers need to support the implementation of plurilingual pedagogies?* Data was collected from demographic questionnaires, the Plurilingual and Pluricultural Competence (PPC) scale (Galante, 2022b), and semi-structured interviews. Data analysis included inductive thematic analysis using NVivo and deductive analysis of PPC data through nonparametric Mann-Whitney tests using SPSS. The findings suggest that teachers unanimously implemented plurilingual pedagogies, but that some with lower PPC levels evinced a measure of reluctance. The main perceived affordances of implementing plurilingual approaches were found to relate to the empowerment of both teachers ang learners. For teachers, plurilingual pedagogies legitimize their language practices, especially among non-native and

racialized teachers. The teachers also reported that, for learners, the notion of repertoire is empowering and decolonializing, allowing learners to improve their language learning while validating their repertoire and epistemologies. Moreover, teachers felt that it was the responsibility of researchers to disseminate knowledge and provide training on plurilingual pedagogies. The research reported here is important as it affirms the potential of plurilingualism in language education and suggests key ways that classroom teachers might be supported in the implementation of plurilingual pedagogical approaches.

Key words: plurilingual pedagogy, plurilingualism, teacher education, (Second) Language Education

Résumé

Avec l'augmentation de la population bilingue et multilingue au Canada, les chercheurs et les éducateurs ont, ces dernières années, accordé beaucoup d'attention aux approches plurilingues qui encouragent les apprenants à utiliser l'ensemble de leurs répertoires linguistiques et culturels (May, 2014 ; Lau & Van Viegen, 2020). Cependant, la mise en œuvre de ces approches est considérablement influencée par la compréhension et les perceptions que les enseignants en ont. Des études antérieures ont démontré que les enseignants avaient des attitudes positives à l'égard du plurilinguisme, mais qu'ils étaient encore réticents à l'appliquer dans la pratique (Galante et al., 2020 ; Maatouk & Payant, 2022), ce qui peut s'expliquer par le fait que les enseignants sont, peu ou pas du tout, formés aux pédagogies du plurilinguisme. Cette étude, basée sur des méthodes mixtes, a examiné les perceptions des professeurs de langues qui avaient des connaissances préalables ou une formation sur les perspectives plurilingues en enseignement (*N* = 30), principalement dans le contexte canadien. Trois questions de recherche ont orienté cette étude: *1) Comment les enseignants formés perçoivent-ils les affordances et les défis liés à la mise en œuvre de pédagogies plurilingues dans les classes de langues? 2) Dans quelle mesure les enseignants formés considèrent-ils que leurs propres niveaux de compétence plurilingue et pluriculturelle (CPP) soutiennent ou entravent la mise en œuvre de pédagogies plurilingues? 3) De quelles ressources les enseignants formés ont-ils besoin pour soutenir la mise en œuvre d'approches plurilingues?* Des données ont été recueillies à partir de questionnaires démographiques, de l'échelle de la compétence plurilingue et pluriculturelle (CPP) (Galante, 2020) et à partir d'entretiens semi-structurés. L'analyse des données comprenait une analyse thématique inductive sur NVivo et une analyse déductive des données CPP au moyen de tests non paramétriques de Mann-Whitney sur SPSS. Les résultats obtenus suggèrent que les

enseignants ont unanimement mis en œuvre des approches plurilingues, même si quelques enseignants, dont les niveaux de CPP étaient plus faibles, ont exprimé une certaine réticence à ce sujet. Les principales affordances constatées sont liés à l'empowerment des enseignants et des apprenants: les approches plurilingues légitiment les pratiques linguistiques des enseignants, en particuliers de ceux qui ne sont pas natifs et racialisés; les enseignants ont également déclaré que, pour les apprenants, la notion de répertoire est autonomisante et décoloniale, car elle leur permet d'améliorer leur apprentissage de la langues ainsi que de valider leurs répertoires et leurs épistémologies. En outre, les enseignants ont insisté sur la responsabilité des chercheurs en matière de diffusion des connaissances et sur la nécessité d'offrir une formation sur les approches plurilingues. Cette recherche est importante car elle met en évidence le potentiel du plurilinguisme dans le domaine de la formation linguistique et fournit des solutions clés permettant de mieux accompagner les enseignants dans la mise en œuvre d'approches pédagogiques plurilingues.

Mots clés: approches plurilingues, plurilinguisme, formation des enseignants, enseignement des langues (secondaire)

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Chapter 1: Introduction

1.1 Context

Although more than half of the Canadian population is still English or French monolingual (Statistics Canada, 2022; Sterzuk & Shin, 2021), an increasing number of people are now multilingual and multicultural. This is especially the case in major cities with high levels of linguistic and cultural diversity (Dagenais, 2013). In a 2021 Census, 6.6 million people could have a conversation in both English and French, making up 18.0% of the total population in Canada (Statistics Canada, 2022). The rate of bilingualism, in the Canadian context, usually refers to English-French bilingualism. However, bilingualism by itself is not limit to English-French bilingualism but includes languages other than these two official languages, for instance Mandarin-English bilingualism, Vietnamese-French bilingualism or the ability to speak Cree, Inuktitut, and Ojibway. Thus, the proportion of Canadians speaking two or more languages increased from 39.0% in 2016 to 41.2% in 2021 (Statistics Canada, 2022). Out of these, 32.1% were bilingual, 7.6% were trilingual, and 1.5% could speak four or more languages. In the large urban centers, Montreal had the highest proportion of multilingual speakers of its population (69.8%), followed by Ottawa–Gatineau (60.0%), and Toronto (56.1%). An additional factor that has fueled the linguistic and cultural diversity in Canada is immigration. There has been a continual rise of the number of immigrants over the past 30 years. Immigrants formed just 7.7% of the Canadian population in 1991, but this had risen to 12.7% in 2021. In 2021, 4.6 million individuals predominantly spoke a language other than English or French, including Mandarin, Punjabi, Yue (Cantonese), Spanish, Arabic, Tagalog, Urdu, and Russian (Statistics Canada, 2022). These immigrants bring with them languages other than the two official languages in Canada, resulting in more of the population speaking languages other than English or French

predominantly at home. In addition, 189,000 Canadians are able to converse in an Indigenous language, with Cree and Inuktitut being the most widely spoken Indigenous languages amongst them (Statistics Canada, 2022).

Given this linguistic and cultural landscape, researchers and educators in Applied Linguistics (AL) and (second) language education (SLE/LE) in Canada have recently turned towards multi-/plurilingualism (May 2014; Kubota, 2016). Plurilingualism seeks to understand languages users' creative process of "languaging" across the boundaries of language varieties (Piccardo, 2019). The multi-/plurilingual turn demands more creative pedagogies in LE such that students' full linguistic and cultural resources can be mobilized, which is more in line with their everyday language use in a multilingual society (Lau & Van Viegen, 2020). This orientation respects and values individuals' use of multiple languages and variations in language use in an educational context. At the same time, plurilingual approaches in LE challenge deeply rooted linguistic norms, including Anglocentric native-speakerism, monolingualism, and monoculturalism, and embrace linguistic pluralism and multilingual competence (Kubota, 2016). Plurilingual theory has inspired a number of plurilingual pedagogies in LE and widely influenced teaching practices around the world over the last three decades. It has been advocated in LE because it promotes the use of an individual's whole linguistic repertoire and set of competences and can help build bridges between previous knowledge and knowledge still in the process of being acquired. The plurilingual vision also helps teachers to broaden their appreciation of how LE can be pursued in different contexts (Council of Europe [CoE], 2020).

Plurilingual education is a pedagogical approach in LE that empowers and motivates students with the core principles of equity, diversity, and inclusion (EDI) (Kubota, 2016). Students' rich and unique linguistic and cultural resources are valid in the language classrooms

and promote an atmosphere of anti-racism, anti-discrimination, and inclusion (Galante et al., 2022). In addition, their creative use of language(s) is legitimized, because students are regarded as an agent in their own learning process who can freely play with their repertoire (Piccardo & Galante, 2017). In the process of learning a language, students make connections, for instance, to summarize the similarities or differences among the languages and cultures that they are interested in. In this way, students broaden their world views and ways of knowing and being, and thus do not see their own language(s) and culture(s) as the norm (Vavrus, 2015). Moreover, they begin to challenge Anglocentric native-speakerism while developing an appreciation of different languages or dialects and cultures, including the art of minorities and Indigenous peoples such as their music, dance, totem, and religious rituals. In short, plurilingual education is in line with EDI, which is embedded in principles of social justice such as anti-racism, anti-discrimination, and inclusion (Sensoy & DiAngelo, 2017). Additionally, the multi/plurilingual turn seems to "offer the possibility of enhancements in the quality of learning and achievement for all" (Conteh & Meier, 2014, p. 295).

1.2 Problem

Researchers and educators suggest that plurilingual approaches can enhance language learning in many ways, including but not limited to enabling students to: gain knowledge and understanding of different languages and cultures; embrace their plurilingual and pluricultural identity; use languages across language boundaries; and challenge power relations between different languages and cultures at a societal level. However, while plurilingualism has been recognized theoretically, most LE teachers continue to find it challenging in practice because they have not been exposed to recent LE pedagogies and are working in educational institutions that continue to adhere primarily to monolingual and monocultural ideologies (Lau & Van

Viegen, 2020; Kubota, 2020). Many teachers are concerned that plurilingual approaches may not be effective or feasible as a result of institutional language policy restrictions, resistance from language learners themselves and their parents, and a lack of adequate training (Cañado, 2016; Cenoz & Gorter, 2013; Duarte & van der Ploeg, 2019; Wang, 2019a, 2019b). In that case, current challenges to plurilingualism can be seen to come from three different perspectives: educational administrators (i.e., LE decision makers); learners and parents (knowledge co-producers); and, in the middle, teachers (knowledge producers). This thesis focuses on the role of teachers. Given that many teachers feel they have not been adequately trained to make use of plurilingual approaches (Piccardo & Galante, 2018), some may be cautious about moving beyond a single "target language" when teaching. The underlying problem being addressed by this thesis is therefore the urgent need to connect pedagogical practice with recent theories regarding plurilingualism in LE.

1.3 Positionality

Writing up this thesis has provided me with the opportunity to explore a number of questions I have accumulated over my past thirty years of being a second language (L2) learner and teacher and, currently, a learner-teacher-researcher. For instance, to name just a few, as an L2 learner, I have often wondered: Am I entitled to make use of my Chinese knowledge and/or L2s when learning additional languages? Are native British and American accents the only acceptable standards for excellent pronunciation in English? In my junior high school, our English teacher always invited a girl who spoke English with a perfect Northern American accent to read the text for us: "*请 Phoebe 读一下这篇课文，大家注意听，注意学习她的美式发音。* [Let's invite Phoebe to read the text for us. Everybody, please pay attention. Learn from her American accent.]" After her model reading, the teacher liked to add, "*这个美式发音非常好！大家学一*

学。[What a beautiful American accent! Please learn from it.]" Years later, when I was an undergraduate student, we had two important English tests: the Test for English Majors (TEM) 4; and TEM-8. We were warned by our English teachers that only two accents would be tested in the listening tasks, British and American accents. A trick was passed on to us by the teachers that we, in turn, passed on to younger test-takers: the male speaker would use American pronunciation, while the female speaker would use British pronunciation. Apart from that, in our *Phonetics* lessons, we were asked to pick either Received Pronunciation or General American. Our grades for this course were then assessed according to how well we could imitate either accent. As a result, I assumed that British and American accents were the only two "proper" English accents and tried to hide any trace of Mandarin and Cantonese accents in my own speech. In general, my English education from secondary school on into higher education were extremely Anglo-native speaker centric.

Despite this, along the way I did encounter a couple of L2 teachers who liked to adopt a completely different approach by using fun ways of comparing Chinese to L2s to assist in the learning process. For instance, my English teacher in secondary school always used pun-style jokes to help us memorize words, such as the homophonic connection between 俺不能死 [I can't die] (/ǎn bùnéng sǐ/ in Chinese and ambulance (['æmbjələns]) in English. Incredibly, this trick worked! My Japanese teacher was also an amazing lady who inspired us by using comparisons between Chinese and Japanese. We were confused about when a Japanese word would have a long sound or a short one. Our teacher taught us that, if the word was borrowed from Chinese and ended with a velar nasal like ang, eng, ing, ong, then the Japanese word would have a long sound. For example, 空港 [airport] (kuu kou) originates from the Chinese characters 空港 (kōng gǎng) with velar nasals, so one would guess that the sound should be long

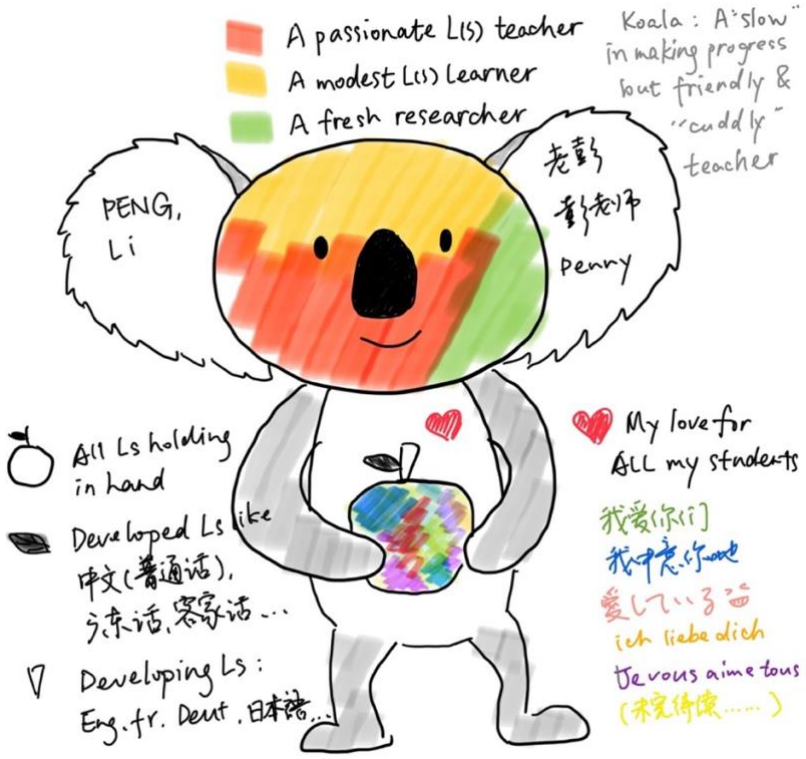
in Japanese. And that is correct! In these cases, my teachers actively encouraged me to make use of my first language, Chinese, to learn L2s, which were English, German, and Japanese at that time.

Originally, as a student, while I enjoyed making these kinds of connections for their sheer simplicity and pleasure, they had no theoretical underpinning. My lack of plurilingual knowledge meant that I was applying plurilingual approaches in a largely incoherent and unsystematic fashion, simply as a feature of being an English and Chinese teacher for L2 learners. In one lesson, I would limit my students to practicing their target languages just in their group exercises, and in the next, I would switch to a multilingual approach, inviting them to share the translation of certain English expressions in their mother tongues to make sure if they understood the texts well. This inconsistent approach confused my students and, as a relatively unexperienced teacher, I had no idea how to address the problem.

In 2020, I was admitted to McGill and properly introduced to plurilingualism. Over the course of the following three years, I began to acquire a more profound understanding of plurilingual approaches and I now continually seek to implement more plurilingual practices in my language classroom. It was in a course entitled "*Second Language Learning*" that, for the first time, I learned about "plurilingualism" in this way. The whole concept challenged my established understanding of Second Language Acquisition (SLA) and invited me into an unknown area. I was impressed by how, amongst other things, plurilingual approaches had the potential to motivate students, recognize their identities, encourage both beginner and intermediate students to practice more, and to allow them to be proud of their own languages and cultures. Throughout the years when I was learning English and other L2s myself, I never once experienced a theory or pedagogy that actively cherished my own linguistic, regional, and

cultural background as a way of building up communicative repertoire, rather than asking me to memorize grammatical rules and sentence structures by rote. Quite suddenly, this new pedagogical approach provided a much more creative and inclusive way of teaching and thinking. Rather than submitting to the traditional recourse of saying to students "don't ask why but remember the grammar" or "thinking in English like a Brit is the best way to learn English", I am now able to apply a plurilingual approach to my Chinese and English classrooms and encourage all of my students to speak more freely. I remember how this transformation in my teaching prompted one of my students, Ella, a Canadian girl with a Chinese and Japanese ethnic background, to tell me how my Chinese lesson enabled her to handwrite a letter to her Chinese grandparents for the first time in her life and to get a Chinese letter back. This motivated her enormously and gave her the impetus to learn yet more Chinese so that she could better connect with her family and Chinese friends.

Figure 1: *My Multidimensional Identity: Language Learner, Teacher, and Researcher*



As I have been teaching Chinese and learning plurilingual concepts over the past three years, I have become increasingly aware of my own multidimensional identity: I am simultaneously a language teacher, a learner, and a researcher (see Figure 1 above). Although I work as a teacher and I am expected to reach a high level of proficiency in the languages I teach, I am also a learner and still engaged in building up my language skills, even in my "native" language, Chinese (Mandarin and Cantonese). I might be considered "slow" in studying my own L1s in depth as well as learning other L2s by the "quick" learners, but I keep improving, which I call "slowly but surely", in all the languages I have been learning. Like a cuddly koala with a big smile, I also consider myself to be very approachable for students who need help. This revised self-identification allows me to make mistakes and to ongoingly correct my language as it continues to develop. In other words, plurilingualism liberates me from being a "perfect" teacher with native pronunciation, rich vocabulary, and correct grammar. Instead, I am willing to accept that I am a language teacher who is still making progress, and, at the same time, I can scaffold the expectations of my students in these terms. The concept of plurilingual pedagogies bring together the whole gamut of people's ever-evolving linguistic and cultural resources, and this forges a connection between my students and myself and enables me to better facilitate their language learning.

Despite this reinvention of how I view myself, I do not always receive positive feedback from my colleagues and peers. When I shared how I implement this pedagogical approach for the teaching of Chinese vocabulary with Chinese scholars at a conference, one of them jokingly commented "*离经叛道* [depart from the classics and rebel against orthodoxy]". And the *Second Language Learning* course generated a great deal of discussion with graduate students saying things like, "It's an amazing concept but …", "Parents just want English, English, and English",

"I don't know", and much more. These discussions arose more than two years ago when we first encountered plurilingualism. Since then, I have been continually thinking about plurilingual pedagogies and how best to implement them. My personal experience as both a language teacher and a learner tells me that a plurilingual approach brings greater benefits when dealing with the challenges that confront both language teachers and students than other kinds of approach. Thus, in this thesis and as a researcher, I investigate how language teachers perceive their plurilingual approaches after having received training, the extent to which they feel the plurilingual approach supports students and/or teachers, and how their understanding of plurilingualism has changed.

1.4 Thesis Structure

Overall, the research reported in this thesis examines how far and in what ways trained teachers perceive plurilingual pedagogies to be supportive of their work. Its primary objective is to fill a gap in the existing literature by deepening researchers' understanding of classroom L2 teachers' perceptions of plurilingual pedagogies and the implications of this for future studies in this domain.

The thesis contains six chapters. In **Chapter One**, the **Introduction**, I have put forward the problems I see to exist with traditional approaches to LE and I have indicated the current lack of studies regarding trained teachers' perceptions of plurilingual pedagogies. I have also clarified my positionality as a plurilingual learner-teacher and how I have been empowered by plurilingual concepts, which has been the source of my motivation to investigate the extent to which other L2 teachers feel that plurilingual approaches might support their L2 teaching. In **Chapter Two**, the **Literature Review**, I cover three main topics: the multi-/plurilingual trend in LE; plurilingualism as theory; and plurilingualism as pedagogy. More specifically, the chapter synthesizes and reviews current work relating to teachers' perceptions of plurilingual pedagogies,

including the affordances and challenges of implementing such pedagogies and the relationship between individuals' PPC scores and their plurilingual practices. **Chapter Three**, **Methods**, describes how I approached undertaking the study reported in this thesis, including the participants, data collection, data analysis, and ethical considerations. This chapter concludes by presenting the three research questions (RQs) I specifically sought to address. **Chapter Four**, **Findings**, reports emergent themes related to trained teachers' perceptions of plurilingual pedagogies. The results are presented in accordance with the three RQs presented in the previous chapter. **Chapter Five**, **Discussion**, goes into greater depth and seeks to address the RQs by exploring what was uncovered within the findings and how this relates to earlier results. On the basis of this, I detail the extent to which my work supports prior work and the ways in which it provides new insights. Finally, **Chapter Six**, the **Conclusion**, discusses the limitations, contributions, and implications of the study.

Chapter 2: Literature Review

The multi-/plurilingual turn in LE (May, 2014; May, 2019; Ortega, 2013) encouraged teachers to learn about pedagogies that take students' entire linguistic and cultural repertoire into consideration when learning a new language. This turn has given rise to a number of theories that seek to explain the complex and dynamic process of language use including heteroglossia (Bakhtin, 1981), biliteracy (Hornberger, 2005), code-switching (Green & Li, 2014), code-meshing (Canagarajah, 2011), polylingualism or polylanguaging (Jorgensen, 2008), translanguaging (Li, 2018), and plurilingualism (CoE, 2001; 2020). These terms, despite having different epistemologies, have all challenged the once prevalent monolingual and monocultural use of communication as LE researchers have moved towards considering the dynamic and flexible use of multiple languages to be an asset rather than a problem (Marshall & Moore, 2018). In the following subsections I explore these various theoretical positions and their implications in greater depth.

2.1 Theoretical Background to Plurilingualism

The notion of plurilingualism is not new; there have been theoretical treatments of the idea for more than twenty years (Canagarajah 2009; CoE, 2001). The Common European Framework of Reference for Languages (CEFR; CoE, 2001), first introduced the term plurilingualism to refer to the dynamic and flexible use of language and/or language varieties. Influenced by one's experience at home, at school, and in a society where cultures, values and behaviours may differ, individuals learn and use various languages and/or language varieties (dialects) across a range of different contexts. They do not process these languages and cultures separately with clear boundaries; rather, they choose, blend, and switch languages depending on the situation and interlocutor.

Plurilingualism encompasses plurilingual and pluricultural competence. This is the ability to communicate and take part in cultural and social activities in which an individual is viewed as a social agent with knowledge of different languages as well as having experience of different cultures (CoE, 2001). Plurilingual and pluricultural competence cannot be assessed against an overall scale of communicative abilities. Instead, it is a broad but inclusive category that incorporates many different components, including variable degrees of competence, an ability to switch languages, and language development (CoE, 2001).

Plurilingual and pluricultural competence is dynamic, flexible, unbalanced and uneven. Language learners often do not reach the same proficiency level in all languages because it depends on their needs and experiences. For example, individuals can reach an advanced level in English listening and speaking, but their writing may still be at an intermediate or even beginner-intermediate level; or they may be fluent when speaking Mandarin but have limited speaking skills in French. Moreover, how one understands a related culture can be different from how one knows the language. For example, one can be an expert in the Japanese language, but be unaware of how Japanese is used within the cultural norms of Japanese society. This imbalance is normal in plurilingualism and pluriculturalism and not static, but rather change as learners experience different things over the course of their lives, career, and various social activities, all of which works towards the building up of a fluid identity (Piccardo, 2019).

Another feature of plurilingualism is that being plurilingual and/or pluricultural does not mean multiple monolingual and monocultural elements simply added together. Instead, it involves creative switching, selecting, and blending across languages and cultures (García & Otheguy, 2019). People can be considered monolingual even if they speak two or more languages. This is because, rather than using their linguistic repertoire flexibly and

interconnectedly, some language users can adopt a monolingual view and follow distinct native-like manners when speaking different languages. They may use their languages separately and adopt clear boundaries and distinctions regarding their set of language varieties (Galante, 2022a).

When it comes to competence, "partial competence" is not seen as a deficiency but as a natural phenomenon in plurilingualism (Beacco & Byram, 2007; Coste, 2014; Piccardo, 2013). The imperfect yet developing characteristics of people's linguistic and cultural competence is meaningful because it is in line with an expected imbalance that is encompassed by the concepts of plurilingualism and pluriculturalism. Plurilingualism considers learners' repertoires as fluid and in continual development, rather than fixed and static (Piccardo, 2019). Partial competence can also relate to particular domains or tasks, for example, individuals may have the competence to vary registers, styles, formality, and other elements depending on the context. People can also have a general competence when dealing with different languages and cultures. In line with this, Galante (2020) developed the Plurilingual and Pluricultural Competence (PPC) scale that can be used as a tool to gather students' perceptions of their own competence. This competence can then be enhanced through language learning.

Some scholars (Beacco & Byram, 2007; Piccardo, 2017) have highlighted two further features of plurilingualism: individuals' creativity; and their mediation abilities as social agents. Plurilingual individuals creatively utilize all resources – linguistic, cultural, cognitive, and emotional – to achieve interactional goals (CoE, 2001). For example, users may not have mastered a specific linguistic component, but they can learn the meaning of expressions by having conversations with other speakers. In this regard, the theory of plurilingualism can help users to achieve educational goals. They can be seen as agents that are constantly changing in relation to the total of their experiences and interactions with other agents in changing contexts

(Piccardo, 2017). Thus, it is argued that plurilingual users are constantly mediating to make meaning. This is at the core of plurilingualism. Accepting and working with this theory can empower individuals and inspire them to transcend barriers and norms in named languages. Plurilingual and pluricultural competence is therefore a meaningful educational goal.

Overall, the concept of plurilingualism values individuals' linguistic and cultural diversity and sees an imbalance between languages as something that is normal rather than a deficit. From a plurilingual perspective, languages and cultures are considered inseparable. Learners are regarded as active social agents who utilize their entire linguistic and cultural repertoires to accomplish specific tasks and social activities. Their plurilingual and pluricultural competence can also enable them to communicate effectively in different linguistic and cultural communities. Something to note here is that some scholars use multilingualism and plurilingualism interchangeably. However, in plurilingual theory they are treated as distinct. In the following subsection, I examine more closely the differences between these two terms.

2.2 Plurilingualism and Multilingualism

Although some educators use plurilingual(ism) and multilingual(ism) interchangeably, reflecting a shift towards more plurilingual or pluralistic approaches in language teaching, some researchers prefer to distinguish between the two terms (Preece & Marshall, 2020). The Common European Framework of Reference for Languages (CEFR) explicitly states that plurilingualism differs from multilingualism, with the latter connoting to the co-existence of more than two languages in a given society (CoE, 2020). Multilingualism, in this sense, describes a society in which different languages exist, but without any necessary interconnection between them (Marshall & Moore, 2018; Edwards, 2012; Li, 2010). Plurilingualism, by contrast, emphasizes the dynamic and developing linguistic repertoire of a specific individual, which places emphasis

upon and values their creativity and agency in language learning and use (Marshall & Moore, 2018). Multilingualism, then, can amount to a stacking up of languages side-by-side with firm lines being drawn between them, while plurilingualism stresses a holistic and interrelated notion of people's linguistic repertoires, with the boundaries between languages being mutable in people's minds (Piccardo, 2019). People with a plurilingual awareness often blend, embed, and alter languages at the level of utterance and discourse.

There is also a cultural dimension to the difference between multilingualism and plurilingualism. The former concept does not touch upon the cultural perspective, while the latter sees language and culture as inseparable (Galante, 2022b). This makes pluricultural competence important because it encourages shifts and mediation across different cultures and recognizes how individuals' learning and knowledge is shaped by their life experiences, life trajectories, and social interactions (Marshall & Moore, 2018). People who are plurilingual with a plurilingual competence can accomplish tasks and take part in social activities using their repertoire. Plurilingual users are evolving social agents who are making use of their entire linguistic and cultural repertoires to communicate (Piccardo, 2017).

Although plurilingualism and multilingualism are theoretically distinct, it should be noted that some scholars see no significant difference in plurilingual and multilingual practices (Canagarajah & Liyanage, 2012) and this is why educators tend to use the two terms interchangeably. At the same time, an individual who can speak multiple languages proficiently can still be regarded as multilingual rather than plurilingual if they use each language with native-like proficiency and separately, but never seek to make connections between them (Cenoz & Gorter, 2019).

For the purposes of this thesis, I distinguish between the two terms. Thus: plurilingualism is

an individual's holistic and dynamic use of multiple languages across boundaries; multilingualism is the existence of separate languages stacked together. In the next section, I examine two theories that have specific implications for pedagogical practice in LE.

2.3 Plurilingualism and Translanguaging

One theory that relates to plurilingualism yet is distinct, but that also has LE pedagogical applications is translanguaging. These two concepts, while similar in their rejection of monolingual ways of teaching and learning, differ in terms of their grounding and epistemology, their interest in cultural dimensions, the naming of languages, and their educational implications and goals.

The concept of plurilingualism first appeared in the CEFR in 1996, where it featured in guidelines for language teaching, learning and assessment. This theoretical stance was solidified in a 2001 CEFR publication (CoE, 2001) that has recently been further updated (CoE, 2020). Fundamentally, plurilingualism is an educational theory that has the sociopolitical aim of preserving linguistic diversity. Naming languages is important because it acknowledges these languages and supports the status of less dominant or minority languages. Plurilingualism seeks to construct individuals' linguistic and cultural identity and facilitate their language learning by integrating their own rich linguistic and cultural repertoires. The concept adheres to educational values of linguistic inclusion and tolerance, with a goal of ensuring political and economic cohesion (García & Otheguy, 2020). As already noted, plurilingualism encompasses a cultural dimension because it sees language and culture to be inseparable (Galante, 2022b).

Translanguaging was originally a pedagogical practice applied in Welsh-English bilingual classrooms in the 1990s (García & Li, 2013), though it was later developed as a theoretical concept (García, 2009). It emphasized Welsh revitalization programs where there was a goal of

empowerment and the recognition of linguistic minorities. According to Canagarajah (2011), translanguaging can be defined as "the ability of multilingual users to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" (p. 401) The concept therefore refers to plurilingual speakers' ability to mix different linguistic and non-linguistic features to accomplish communicative tasks, according to the situation and their current needs. This kind of hybrid cultural and linguistic practice can help to balance the power relations among languages in the classroom (e.g., between a dominant and a heritage language).

Translanguaging can also be distinguished from plurilingualism by its prefix. The prefix "trans-" is intended to refer to: creative and dynamic language practices that *trans*cend socially constructed language systems; the *trans*formative capacity of the translanguaging process for languages and individuals' cognition; and the *trans*disciplinary consequences of learning and using languages (Li, 2018). In translanguaging, languages are envisaged to be distinguishable from each other, but with boundaries that are blurred and permeable (Kubota, 2020). In this sense, translanguaging goes beyond just a "linguistic" perspective to incorporate different modalities of making meaning and communication, including bodies and gestures (García & Otheguy, 2019). Translanguaging contests the practice of naming languages because some marginalized languages are not authorized or legitimated with existing language policies and social perceptions.

Despite these differences, plurilingualism and translanguaging share several similarities, including their opposition to monolingualism and separate bi-/multilingualism. They both seek to disrupt the traditional monolingual view because multilingualism is the new global norm (May, 2019; Ortega, 2013). Bi-/multilingualism, meanwhile, often views learned languages as separate and standardized and distinguishes between them by labelling them as a first language (L1) or

mother tongue, an L2, a third language (L3), and so on (García & Otheguy, 2019). Both plurilingualism and translanguaging, by contrast, recognize the hybrid and blended use of languages in real-world social interaction. For LE, then, both approaches can support learners' diverse language use and help students to make use of different resources and communicative competences to make meaning.

To sum up, while the theories of translanguaging and plurilingualism have different epistemological origins, pedagogically they share many similarities. As a result, these concepts are often discussed together and both approaches have pedagogical potential for LE. Lau and Van Viegen (2020) have noted that plurilingualism is used as an umbrella term for a set of pedagogical approaches in LE that include translanguaging, plurilingualism, code-switching/code-mixing, code-meshing, dynamic bilingualism, and metrolingualism (where translanguaging is a key component). For the purposes of this thesis, I will use plurilingualism as both a theoretical concept and a pedagogical approach, encompassing translanguaging in that it encourages individuals (students and teachers) to flexibly use multiple languages and cultures to communicate and understand.

2.4 Plurilingualism as Pedagogy

Plurilingual pedagogies aim to raise awareness of different national and minority languages and promote their use. They are not just about teaching English or about focusing on just one language at a time, to the exclusion of all others (Marshall & Moore, 2018). To elaborate, plurilingualism does not see language learning as mechanically mastering one or more language with each one being taken in isolation and the goal being to achieve native proficiency. Instead, its goal is to build up a linguistic repertoire through which all languages and resources can be used interrelatedly, comprehensively, and creatively (CoE, 2001; Piccardo, 2017). Unlike

traditional teaching approaches, which view learning languages as an additional skill, plurilingualism challenges the rigid L1/L2 dichotomy. It can be seen as an extension of bilingualism, but here there are no distinct and separate boundaries drawn between a mother language and other foreign languages, which is commonly the case in bilingualism. In bilingual research, L1 is often seen through a monolingual lens in L2 teaching and is regarded as a source of interference. This traditional monolingual view can also be seen in terms of interlanguage, fossilization, and transfer (Burton & Rajendram, 2019; García & Otheguy, 2020). Bilingual/multilingual LE runs the risk of perpetuating the notion of double/multiple monolinguals with each language being considered as separate. Plurilingualism challenges such a view. Moving away from the traditional SLA perspective, the "in-between spaces" are seen as a potential source of a creative plurilingual process rather than the unsatisfying product of seeking to acquire a "target language" (Furlong, 2009). Unfortunately, in many places these traditional views continue to prevail, and some people can therefore be resistant to plurilingual pedagogy in LE because they believe that the goal of L2 learning is to accomplish native-like proficiency. Often, this can be seen to form the basis of the monolingual criteria used in language tests. Plurilingualism counters this by arguing that, at a deeper theoretical level, learners and teachers are equally situated in an increasingly linguistically diversified and globalized society and have to cope with an ideological synergy between this and liberal/neoliberal multiculturalism. Plurilingual pedagogy is therefore seen as a way of addressing the inequalities arising from the potential over-domination of mainstream languages and cultures (Kubota, 2020).

Here, I highlight five plurilingual pedagogical approaches as proposed by Galante et al. listed in the *Plurilingual Guide* (2022): 1) cross-linguistic comparisons; 2) cross-cultural comparisons; 3) translanguaging; 4) translation for mediation; and 5) pluriliteracies. The first

approach, *cross-linguistic comparisons*, refers to a strategy of making connections between languages to learn a language (Galante et al., 2022). This approach can be practiced at any level of linguistic features, from phonetics, phonology, morphology, semantics, syntax, to pragmatics as well as the level of language use. The second approach, *cross-cultural comparisons* (Byram, 2020), can be understood as a way to learn a new culture in other communities based on their world views and the exercises of their customs, values, beliefs, and language in a certain context. The third approach, *translanguaging* (Li, 2018), or more specifically, translanguaging for meaning making (Cenoz, 2017), refers to a fluid way of using languages, with multimodal strategies, for making meaning out of content in a language. The fourth approach, *translation for mediation*, refers to the use of any language that learners already know to translate in another language, thereby helping them to understand the new language items more efficiently. Last but not least, *pluriliteracies* (García et al., 2007) is based on the concept of the individual being a social agent, where learners achieve communicative goals using their entire linguistic and cultural knowledge. While these strategies are highlighted in plurilingual teaching, plurilingual pedagogies are by no means limited to just these and as new ones can often creatively emerge.

2.5 Teachers' Perceptions of Plurilingual Pedagogies

Many studies call for plurilingual instruction in the LE classroom instead of a monolingual approach (Beacco & Byram, 2007; Burton & Rajendram; Galante et al., 2020; Lau & Van Viegen, 2020; Marshall, 2020; Moloney & Giles, 2015). As a result, language researchers and teachers have actively explored the application of plurilingual theory to teaching practices and have critically analyzed both its affordances and the challenges that can arise. Some scholars, for instance, have found both theoretically and empirically that plurilingualism is still far removed from the classroom (Lau & Van Viegen, 2020; Piccardo 2022). Although plurilingual strategies

can fit any language context, they have found the greatest traction in multilingual societies and linguistically minoritized communities (Dooly & Vallejo, 2020; Llompart et al., 2020). They have also been better received in some policy-constrained settings and contexts where colonial history and its consequences have led to an active interest in affirming students' linguistic and cultural resources and identities, even if English remains the principal medium of instruction (Abiria et al., 2013; Lin, 2013). Other research has found that plurilingual practices not only draw on learners' entire linguistic repertoires, but also enhance the wider quality of their learning by raising their metalinguistic skills and experiences (Cenoz & Gorter, 2013). Nonetheless, research has also found that, while teachers are broadly positive about the implementation of plurilingual pedagogies, many lack the training necessary for them to actually incorporate it within their teaching practices in the classroom (Cañado, 2016). Discrepancies between the multi-/plural ideal and real-world challenges can still therefore be seen in teaching practices, despite the growing critique of monolingual and monocultural approaches (Kubota, 2020).

As noted above, the use of plurilingual pedagogies is most visible in multilingual and multicultural regions, and teachers in these contexts generally have a positive attitude towards plurilingualism. Places like Canada, Australia, Europe, and Hong Kong that have a strong multilingual background and demography have been the most active in promoting the adoption of plurilingual pedagogies to meet the communicative needs of their populations during social and intercultural activities (Cenoz & Gorter, 2013; Ellis, 2013; Galante et al., 2020; Wang, 2019a, 2019b). Teachers in Australia, Canada, and the Netherlands are particularly keen to identify themselves as plurilingual and pluricultural and feel comfortable engaging with plurilingual instruction and tasks (dela Cruz, 2022a; Duarte & van der Ploeg, 2019; Ellis, 2013; Galante, et al., 2020; Moloney & Giles, 2015). In addition, teachers with more plurilingual

experience tend to have a more positive attitude towards achieving new language objectives while monolingual teachers often regard L2 learning as an obstacle. Studies have made use of a range of methods, including surveys, semi-structured interviews, and classroom observations of pre-service teachers. Overall, the findings indicate that teachers advocate plurilingual approaches because they: 1) encourage students to engage with their lived experiences; 2) challenge teachers' monolingual and monocultural points of views; 3) empower students and give them agentive roles; 4) provide students with opportunities to feel pride in their L1 use and plurilingual practices; 5) have a wider impact on students' learning and broaden their academic opportunities; and 6) offer a safe space for discussions about languages and cultures and help to overcome language barriers (Galante, 2022a; Moloney & Giles, 2015).

In general, L2 teachers have a positive attitude towards plurilingual pedagogies in the classroom. However, teachers' plurilingual awareness and their views may vary if there are fewer linguistic and cultural resources available in their specific context or they have not been offered sufficient training. Unlike multilingual and multicultural regions, teachers in what may be perceived as more linguistically homogenous countries might have a lower awareness of plurilingual pedagogy and be comparatively cautious about using richer linguistic resources. Here, there is a focus on their native language because of their limited exposure to other languages and cultures (Otwinowska, 2014; Turnbull, 2019).

Despite the plurilingual turn and the pedagogies proposed to accompany it, monolingual and bilingual approaches (e.g., English and French in Quebec, Canada) are still common in LE (Ellis, 2013; Galante, et al., 2020). Previous research has largely focused on various levels of English teaching (or English instruction) in a higher education context. The results show that teachers are faced with two main challenges: 1) a strict language policy that limits teachers'

scope to engage with students' plurilingual resources (Duarte & van der Ploeg, 2019); and 2) university curricula that mostly ignore plurilingual ability (Cenoz & Gorter, 2013). Plurilingual pedagogical theoretical frameworks value a wider range of communicative resources. However, students' learning goals are typically to master one specific language and reach a native-like proficiency. Thus, teachers are often pressured to preserve the current approaches of not only the schools they teach in but also the ones that students and their parents believe in. Additionally, the concept of plurilingualism puts emphasis on the dynamic character of language acquisition. Flexible, creative, and risk-embracing approaches to language learning (for instance, by exploiting music preferences) challenge the traditional ways of writing and speaking a specific language. This inevitably causes anxiety for both teachers and students. Another issue is the need to be willing to adopt learning objectives that are seemingly ambiguous when implementing plurilingual pedagogies (Dooly & Vallejo, 2020). On top of this, some students can feel isolated if the majority of students in the classroom share the same L1 and easily slip into it when engaged with plurilingual tasks, while other students in the class do not share the same linguistic resources. Even when teachers are willing to make use of plurilingual pedagogies, they often only feel legitimate and comfortable when using languages with which they are familiar (Pavlenko, 2013). In these cases, language teachers can appear inconsistent in their plurilingual instruction.

Many teachers acknowledge that knowledge of other L2s and crosslinguistic comparisons are an asset when teaching a specific L2 but are thwarted by the lack of teacher training in plurilingual pedagogy (Otwinowska, 2014; Wang, 2019a). The upshot of all this is that teachers, especially English L2 teachers, find it difficult to implement a plurilingual approach in their practical teaching in mono/bilingual settings, so more training is urgently needed.

In a study with pre-service ESL teachers in Montreal, Canada, Galante et al. (2022) investigated the extent to which pre-service teachers could design plurilingual tasks and lessons based on the descriptions provided by the CEFR (CoE, 2020), which include plurilingual and pluricultural elements. This study made suggestions regarding the preparation of pre-service teachers in TESL, for instance by engaging in VoiceThread Discussions on their developing understanding of plurilingualism and plurilingual approaches. On the basis of this study, the authors argued that instruction in plurilingual concepts and practices needs to be provided in undergraduate and graduate programs to overcome the problem of the currently limited understanding of plurilingual pedagogy. Results from a study by Cañado (2016) show that some teachers can have concerns about this approach before undertaking training, but that their perceptions shift as they become more familiar with plurilingualism. Training, here, included theoretical instruction, undertaking plurilingual tasks, and engaging in discussions. Results from questionnaires in this study also showed that the theoretical underpinnings of CLIL and ongoing professional development were expected in teacher training. Beyond plurilingual instruction, recognition from institutions and curricula is important. Cañado therefore argues that schools and teacher education programs need to acknowledge that teachers' plurilingual abilities are a valuable resource, which in turn will promote a greater willingness to engage with plurilingual pedagogies.

Although Teaching English to Speakers of Other Languages (also known as TESOL) has been studied extensively and plurilingual pedagogy in TESOL has been much discussed, recent studies have started to look at other contexts than those where English is being taught as an L2. Wang (2013; 2019a; 2019b), for instance, studied teachers in mainland China and Hong Kong and found that, here, teachers have distinct beliefs and attitudes towards plurilingual pedagogy.

They adopt a "target language"-only approach and have a cautious attitude towards the dynamic and creative use of English as a lingua franca (ELF). These differences can be put down to teachers' varied backgrounds and language experience, their L2 proficiency (in English), their national identity, and the extent to which they might be said to have an English language identity. EFL approaches, however, have themselves led to inequality and injustice amongst students from non-English-speaking nations such as Japan, Korea, and France (Wang, 2013). Furthermore, the bilingual instruction of an L1 and EFL while excluding learners from other languages cannot be seen as plurilingual practice because it does not involve all language learners. This brings another dimension to the need for training in plurilingual practice for teachers.

Finally, in a study from 2017, Davies found that, despite its potential benefits, teachers find it challenging to implement plurilingual practice in their daily teaching and assess learners' competence. The author therefore advocated the development of a language policy and curriculum that gives more scope to acknowledge students' plurilingual and pluricultural repertoires. Plurilingual instruction, rather than directly leading to higher grade in tests, advances students' plurilingual and intercultural competence and their ability to use cognitive, meta-cognitive, and socio-affective learning strategies. This all offers benefits to their life-long learning, but these outcomes are not necessarily instantly apparent (Davies, 2017). Generally, if teachers' perceptions of plurilingual pedagogies can be improved, this may produce a groundswell of interest that will encourage a more widespread shift from monolingual to plurilingual approaches.

2.6 Summary

This chapter has introduced recent theories in LE that challenge traditional monolingual and monocultural approaches to language teaching. We have seen that there is a potential distinction

between multilingualism and plurilingualism, with the former describing a sociolinguistic phenomenon, while the latter focuses on individuals and specific groups of learners. Plurilingualism has important implications for LE because it can encourage learners to use their entire linguistic repertoire. Researchers and educators generally have a positive attitude towards the introduction of plurilingual approaches to the language classroom. However, empirical studies have revealed that actual implementation of this is challenging because of a lack of policy-based support and teaching training, not to mention a tension between plurilingual strategies and existing forms of monolingual assessment. The scope to implement plurilingual pedagogies is highly dependent upon teachers' understanding and perceptions of such approaches. In that case, even if more plurilingual training is provided and plurilingual theory receives greater acknowledgement, it will remain important to examine trained teachers' perceptions of plurilingual instruction and the extent to which they believe it can support language teaching.

2.7 Research Questions

The study reported in this thesis investigated the perceptions of language teachers who have received training in plurilingual pedagogies of plurilingualism as a conceptual framework as well as a pedagogical approach in language classrooms. To that end, the study sets out to address three RQs:

1. What are trained teachers' perceptions of the affordances and challenges of plurilingual pedagogies when implementing them in language classrooms?

2. To what extent do trained teachers feel that their own levels of plurilingual and pluricultural competence (PPC) support or hinder the implementation of plurilingual pedagogies in language classrooms?

3. What resources do trained teachers need to support the implementation of plurilingual pedagogies in language classrooms?

Chapter 3: Methods

As discussed in Chapter 2, previous studies have consistently shown that many teachers either do not fully understand the theory of plurilingualism or lack training in plurilingual pedagogies. Earlier literature also indicated that teachers' inadequate understanding of plurilingual pedagogies may limit the potential for them to be implemented. However, to date no studies have been conducted regarding how teachers who have received training perceive the implementation of plurilingual pedagogies. Additionally, it is not yet known whether trained teachers are better able to implement plurilingual pedagogies, with richer strategies, and with fewer challenges. To address this gap, the study reported here employed a mixed methods approach to answer the three RQs presented in Section 2.7 above.

3.1 Research Design

I explicitly sought to make use of both quantitative and qualitative approaches in this study. Doing this provides two different perspectives when analyzing the data, thus enhancing the credibility and validity of the results (Creswell & Plano Clark, 2018). A quantitative approach provides relatively unbiased insights into patterns and gives the results obtained from the small participant sample I had available broader relevance. By using a qualitative approach, I was able to explore the participants' perspectives in greater depth (Creswell & Plano Clark, 2018). On the basis of this research design, I collected and analyzed three sets of data independently and concurrently: quantitative data from the Plurilingual and Pluricultural Competence (PPC) scale (Galante, 2022b; see Section 3.4) completed by 30 participants; the results of a demographic questionnaire given to the same 30 participants; and transcripts from 12 semi-structured interviews with a sample of teachers to further investigate how they perceive plurilingual approaches in LE and their plurilingual practices in the classroom. I then compared and

combined the results when seeking to answer the three RQs. A convergent research design (Creswell & Plano Clark 2018), from rich responses by the participants to focused findings, was used throughout the data collection and analysis procedures.

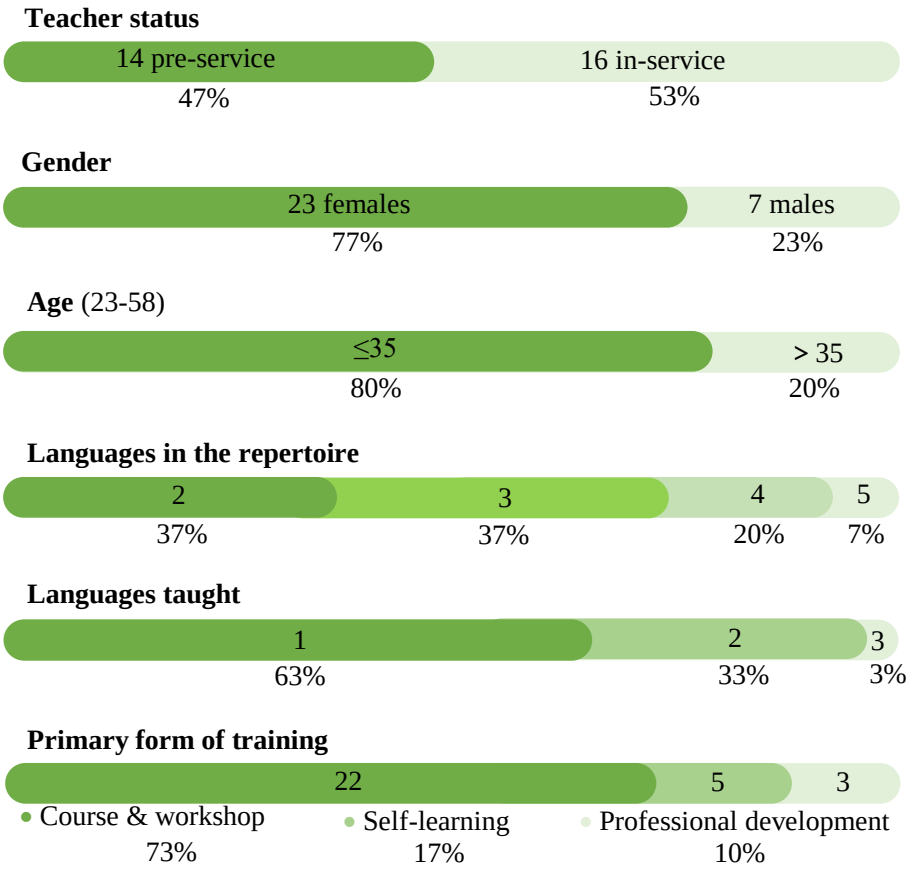
3.2 Recruitment

Prior to recruiting any participants, I received ethics approval from the McGill Research Ethics Board (REB, file #21-10-036, see Appendix A). I then began the recruitment and I planned to secure 30 L2 teachers who had received training in the concept of plurilingualism and/or plurilingual pedagogies. "Training", here, refers to them having received different forms of education regarding plurilingual pedagogies covering knowledge, skills, behaviours, and attitudes, for instance as part of an educational degree (Bachelor, Masters or PhD), through teacher professional development, or through self-learning. After this, my supervisor assisted with the distribution of a recruitment flyer (Appendix B) via the Plurilingual Lab's website (www.mcgill.ca/plurilinguallab) and related social media accounts. In addition, I sent emails to colleagues in the SLE program at McGill University who I knew were familiar with the concept of plurilingualism and plurilingual pedagogies. In part, the recruitment process snowballed because some participants shared the recruitment flyer with their colleagues via their social media accounts. By proceeding in this fashion, I managed to recruit 23 participants. To recruit additional participants, I asked my supervisor to share the flyer with her colleagues who were teaching courses on plurilingual pedagogies in other colleges and universities. As French is the official language in Quebec, where McGill is located, and one of the official languages in Canada, my recruitment email was also translated into French (see Appendix C). In total, I recruited 30 language teachers who claimed to be trained in plurilingual pedagogies.

3.3 Participants

As noted above, the 30 participants all stated they had received some level of training in the plurilingual concepts and/or plurilingual pedagogies. Although somewhat limited, 30 is an adequate sample size for a mixed methods master's study. Demographic information relating to the 30 participants is given in Figure 2.

Figure 2: *Demographic Information of Participants*



All the participants were L2 teachers and 24 of them were currently studying or teaching in Canada, mainly in the Greater Montreal and Toronto urban areas. Six were living abroad. Fourteen teachers self-identified as pre-service teachers and 16 as in-service teachers, with an age range of 23 to 57 (M = 31.4). Over two thirds of them were under 35 and most were female (n = 23), making up 77% of the sample, while 23% were male (n = 7). All of them had between

two and five languages in their repertoire. Sixteen teachers reported having Mandarin or a Chinese dialect as their first language. The reason why so many came from a Chinese background is almost certainly because I am myself a Chinese international student and have strong connections with the Chinese community, which may have influenced the recruitment process. Importantly, the languages the participants taught were not limited to English or French, the two official languages of Canada. Twelve participants reported teaching Chinese or Mandarin, Yoruba, Italian, German, and Spanish. Eleven participants taught two languages and one taught three. These teachers were working full-time or part-time and taught pre-school, elementary school, middle school, and undergraduate students or adults in the public and private domain. With regard to the primary forms of training the participants had received, as indicated in Section 3.2, the training could include different forms of education, from taking a mandatory or selective course on plurilingual practical strategies at undergraduate level to a course on plurilingual theory at graduate level (e.g., *Plurilingual and Translingual Pedagogies in Second Language Education*, and *École d'été Witamawi*) as well as participating in a plurilingual pedagogy workshop held by universities and/or language research centres. Teachers receiving this level of training accounted for 73% of the total. "Training" could also range across the design of creative plurilingual-based teaching plans and materials and the implementation of plurilingual approaches in classroom (e.g., encouraging translanguaging and pluriliteracy practices in classroom). This covered the training received by 10% of the total. "Training" could also entail everything from conducting a master of doctoral research study on plurilingual relevant topics to listening to an online talk or recorded video by plurilingual research groups (e.g., a TED talk) or even reading multilingual materials (e.g., reading a plurilingual pedagogy guidebook). This accounted for the training of the remaining 17%. As 73% of the participants

took one or two courses, no longer than a year, this study only asked for detail regarding the content of plurilingual training received but did not further explore the length or depth of their training. Overall, then, the chosen sample offered diverse perspectives in terms of age, race, city of residence, language, educational institution, status (pre- or in-service; full-time or part-time), and forms of training and education.

To gather a more in-depth understanding of the participants' experiences with implementing plurilingual pedagogies, I selected a representative sample of 12 teachers to participate in semi-structured interviews. To get a diverse set of views, the inclusion criteria included different PPC scores, race or ethnicity, age, and linguistic and cultural backgrounds. Table 1 below gives the relevant information for the twelve participants who were interviewed.

Table 1: *Interview Participant Profiles*

Pseudo-nym	PPC Score	Language(s) Taught	First Language	Additional Languages in their Repertoire	Gender	Age	City of Residence	Training in plurilingual pedagogies
Jason	3.91	English	Chongqing dialect	English, French, Cantonese	Male	27	Toronto, ON	Classroom practice
Larry	3.91	English, Italian, German	Italian	English, German, Russian	Male	37	Toronto, ON	Design plurilingual-based teaching materials and classroom practice
Gabriel	3.91	English	English	French	Male	29	Montreal, QC	Undergraduate and graduate course(s), ASC2047 - *Éducation et pluriethnicité au Québec*, *École d'été Witamawi*, and MELT workshop
Mori	3.86	Mandarin, English	Mandarin	English, French, Japanese	Female	25	Montreal, QC	Graduate course(s), EDSL 617 *Plurilingual and Translingual Pedagogies in Second Language Education*

Wunmi	3.77	Yoruba	Yoruba	English	Female	29	Thornhill, ON	Master's thesis
Elizabeth	3.68	English, French	English	French	Female	30	Winnipeg, MB	Undergraduate and graduate course(s), classroom practice, master's thesis
Jasmine	3.64	English, French	English	French	Female	39	Dartmouth, NS	Undergraduate and graduate course(s)
Sofia	3.55	English	French	English	Female	24	Sainte-Thérèse, QC	Undergraduate course(s), EDSL 458 *Methods in TESL 2*
Esther	3.55	English	English	French, Spanish, German, Turkish	Female	45	Singapore	Attending workshop(s) by CELV
Kevin	3.14	English	Mandarin	English, French	Male	30	Montreal, QC	Graduate course(s), EDSL 617 *Plurilingual and Translingual Pedagogies in Second Language Education*
Harry	3.05	English	Mandarin	English	Male	23	Beijing, China	Undergraduate course(s) and teacher certificate(s)
Sullen	2.91	Chinese, English	Mandarin	English, Japanese	Female	25	Tokyo, Japan	Graduate course(s)

Although Esther was living in Singapore at the time the study was conducted, they obtained plurilingual knowledge through a workshop in Europe as well as from the CEFR, where the plurilingual framework was first developed. In addition, both Harry and Sullen majored in a SLE program at a Canadian university, so they are still regarded as teachers within the Canadian context of this study.

3.4 Data Collection

I collected the data from March to September 2022. All the data were collected online. In total, three instruments for data collection were used: a demographic questionnaire (Appendix D); the PPC scale (Appendix E); and a semi-structured interview guide (Appendix F). The first

two instruments were administered to all 30 participants, while the last was only applied to the 12 representative teachers. As I do not speak French, the three instruments were given in English. However, the participants were encouraged to use any language they liked, with a translation or explanation in English being given later. More detail regarding these instruments is provided below:

3.4.1 Demographic Questionnaire

The demographic questionnaire was hosted on LimeSurvey. It asked questions about their gender, age, education, employment status (pre- or in-service teacher; part-time or full-time), linguistic background, and the type of plurilingual training they had received (see Appendix D).

3.4.2 PPC Scale

The PPC scale (Galante, 2022b; Appendix E) was used to gather information about the participants' own perceptions of their plurilingual and pluricultural competence. This scale is a valid instrument that contains 22 questions with responses graded on a 4-point Likert scale. The participants were asked whether they agreed or disagreed with statements such as "when talking to someone who knows the same languages as I do, I feel comfortable switching between one language and another." Responses to this were collected from all 30 participants.

3.4.3 Semi-structured Interview

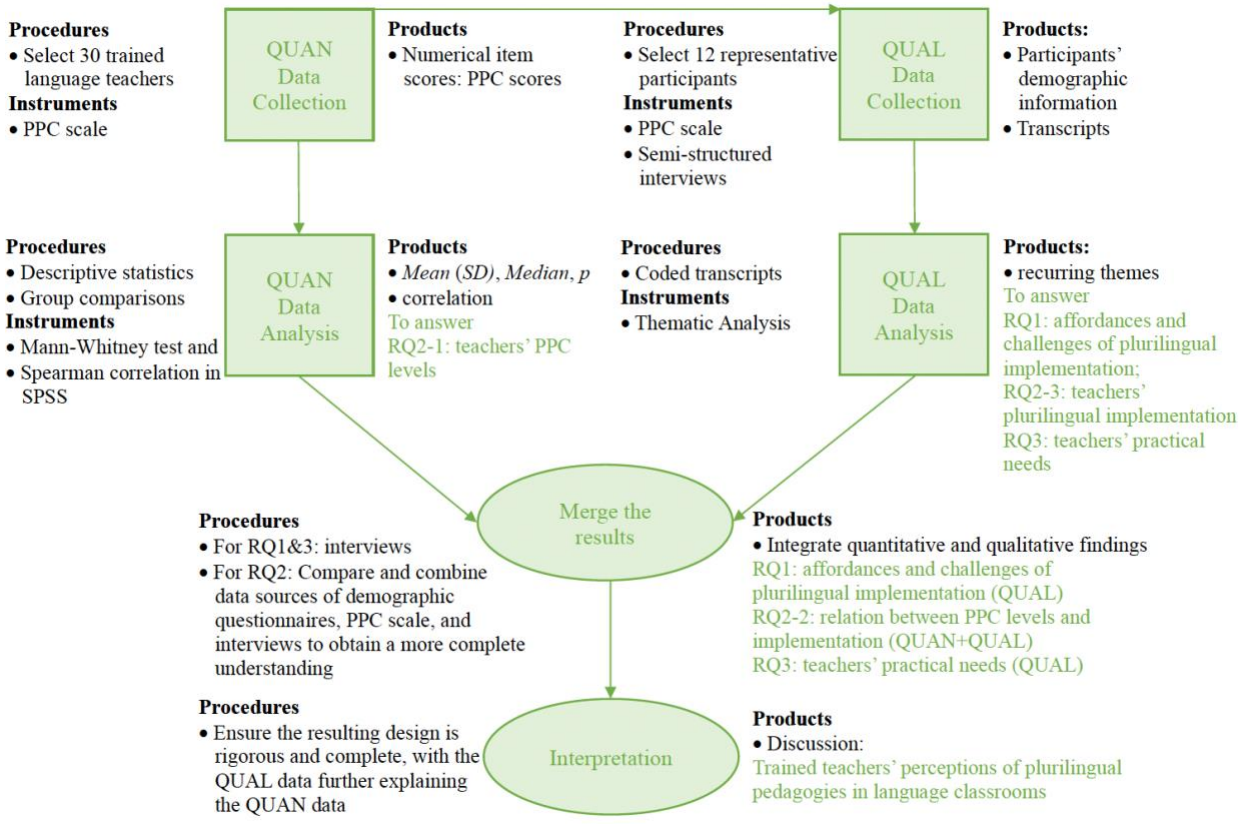
The representative sample of participants (n = 12) took part in a one-hour semi-structured interview (see the interview guide in Appendix F). As noted above, I selected a diverse pool of participants based on different PPC scores, gender, age, race, educational background, languages in their repertoire and languages they taught, teaching status, and plurilingual training. This choice was made because I wanted to elicit a range of different perspectives amongst trained teachers. During the interview, the participants were asked 12 questions about their language

teaching experiences, such as "Would you describe yourself as a teacher who is comfortable with or not very comfortable with a plurilingual approach?" If a participant gave a short answer such as "yes" or "no", I asked follow-up questions to explore the detailed and underlying reasons why they said so. All the interviews were conducted via Zoom and audio-recorded with the participants' permission (see Section 3.6).

3.5 Data Analysis

After collecting the data, I conducted deductive and inductive analyses. Deductively, I analyzed the PPC scores in IBM® SPSS; inductively, I analyzed the interview data using NVivo. Figure 3 shows the mixed methods research approach (Creswell & Plano Clark, 2018) I adopted.

Figure 3: *Mixed Methods Research Design and Data Analysis*



3.5.1 Demographic Questionnaire

I coded the demographic factors numerically to assess whether there was any correlation with the PPC scores. For instance, I coded pre-service teachers as 0 and in-service teachers as 1; teachers speaking two languages as 2, and three or more as 3. Then I performed a Mann-Whitney test in IBM® SPSS for comparison between the subgroups and a Spearman correlation for the other variables.

3.5.2 PPC Scale

I conducted two types of analysis in IBM® SPSS: descriptive; and statistical. First, I exported all the data from LimeSurvey as an excel file. Following Galante (2022b), negatively worded items were reverse coded for analysis, i.e.: items 2, 4, 9, 10, 11, 13, 16, 17, 19, and 21. For instance, Item 2 was "I do not accept different cultural values when talking to people from other cultural backgrounds" and if a participant chose "1 Strongly disagree", I reverse coded it from 1 to 4. Once all the items have been reversed coded, the file was ready for analysis. I then ran a Kolmogorov-Smirnov test to explore if the scores were normally distributed. As there was no normal distribution, possibly due to the small sample size, I performed a non-parametric test and examined the correlation between the PPC scores and the demographic variables.

3.5.3 Semi-structured Interviews

I conducted thematic analysis of the interview data in NVivo to find patterns across the participants. Thematic analysis allows researchers to explore data with rules of coding that synthesize recurrent and consistent themes and patterns (Braun & Clarke, 2006; 2022). In this way, significant and consistent patterns can be identified, coded, categorized, and labelled according to different layers and topics (Patton, 2015). I also used inductive analysis. This approach does not use pre-identified categories for exploring interviews, but rather allows open-

ended themes to emerge from the participants' data (Patton, 2015). I coded the interview data in two rounds. First, I divided long paragraphs into sections relating to a certain theme that was then described. Then, I reread the sections to ensure I was satisfied with the coding and corrected and revised the coding accordingly. After a two-week break, I repeated the second round by adding, deleting, merging, dividing, and changing the names of the codes, so that different layers were capturing different nuances in the data. For instance, I initially coded sentences from Kevin and Jason as indicative of them being "empowered teachers", but then realized that Kevin identified as a racialized teacher while Jason identified as a non-native teacher. I therefore further divided the category of "empowered teachers" into: "empowered racialized teachers"; and "empowered non-native teachers."

3.6 Ethical Considerations

I took ethical issues seriously and protected my participants' privacy throughout the process, which explicitly explained that they would be asked to participate in one-hour conversation that would be conducted on Zoom and audio-recorded (see Appendix G). To ensure participant confidentiality, I reported their responses with pseudonyms chosen by the participants themselves. Identifiable information such as the name of the schools they were working at, or administrative positions were not indicated. Other general non-identifiable information was included, for instance the program they were taking, the city and province they were living in, and the languages they were teaching. It was again stressed at the beginning of the interview that the one-hour conversation would be audio-recorded, though without video.

This study is not only about enabling language teachers to genuinely express themselves, positively or negatively, about plurilingual pedagogies, but also about recognizing and acting upon their needs. So, when participants said that they wanted to have access to more resources, I

shared some resources with them, such as the *Plurilingual Guide: Implementing Critical Plurilingual Pedagogy in Language Education* (Galante et al., 2022), and other plurilingual online resources such as multilingual story books and materials offered by the Official Languages and Bilingualism Institute (OLBI), University of Ottawa and the Ontario Institute for Studies in Education (OISE) at the University of Toronto. Overall, participating in the study also provided language teachers with a safe space to freely share their thoughts, including reflections and critiques, and gain more information about plurilingual pedagogies.

Although there was no potential major harm or risk that could arise through their participation in the study, I explicitly stated that their participation was completely voluntary and that there was no negative consequence for opting out. To show my appreciation for them taking time to be part of the study, especially as the research was conducted during the Covid-19 pandemic, I offered them a certificate of participation (see Appendix H). There was no monetary incentive given.

3.7 Summary

In this chapter, I have reported the study design, participant recruitment process, and my approach to data collection and analysis. I recruited 30 trained teachers, who completed a demographic questionnaire and PPC scale via LimeSurvey. Twelve representative participants took part in semi-structured interviews via Zoom. My convergent mixed methods research design used both quantitative and qualitative methods to examine how language teachers develop their understanding of plurilingual pedagogical approaches, whether their PPC levels influence their implementation of plurilingual strategies, and their ongoing needs. As a result, this research documents the voices of language teachers and can inform future teacher education programs and the development of language policies in language classrooms.

Chapter 4: Findings

In this chapter, I present the findings relating to the three RQs outlined in Section 2.7. To that effect, the chapter is divided into three parts, each discussing a separate RQ: 1) trained teachers' perceptions of the affordances and challenges of implementing plurilingual pedagogies; 2) the extent to which teachers' PPC levels support or hinder the implementation of plurilingual pedagogies; and 3) teachers' practical needs in relation to plurilingual training. In each section, the findings are presented according to the frequency of coded themes, from most to least.

4.1 Trained Teachers' Perceptions of the Affordances and Challenges of Implementing Plurilingual Pedagogies

RQ1 related to how trained teachers perceived the affordances and challenges confronting them when seeking to implement plurilingual pedagogies. In general, they had a comprehensive understanding of the potential affordances and challenges, with a total of 89 instances being coded for the former and 88 for the latter. The main data source used in this section derive from the semi-structured interviews with 12 teachers, while the demographic and PPC scale data were used as complimentary sources. More specifically, the answers in the demographic questionnaires from the 12 selected participants, especially the responses for the Question 15 *knowledge or training on plurilingualism* (see Appendix D), are also used in the analysis to complement the teachers' interview responses regarding training. I begin, here, with the perceived affordances.

4.1.1 Affordances of Implementing Plurilingual Pedagogies

Although trained teachers become aware of the challenges associated with plurilingual pedagogies as they gain more classroom experience, all of them reported affordances of implementing plurilingual pedagogical approaches. Table 2 provides an overview of what they

perceived to be the main affordances of implementing plurilingual pedagogical approaches.

Table 2: *Affordances of Implementing Plurilingual Approaches in Language Classrooms*

Themes	Frequency of Occurrence in Interview Data
Plurilingual approaches motivate students to participate in classroom activities and provide more language output	28
The notion of using their linguistic repertoire makes students feel safe and involved in learning	19
Plurilingual approaches improve students' learning efficiency and language proficiency	27
Plurilingual approaches legitimize non-native, racialized, and plurilingual teachers	14

4.1.1.1 Motivating students to participate in classroom activities and give more language output. The most frequently recurrent theme relating to the affordances of plurilingual approaches was that these pedagogies motivate classroom students to learn a language and make them willing and able to participate in the lessons more fully. All 12 of the interviewed teachers agreed that plurilingual strategies release students' stress and allay their nervousness by encouraging the use of their first or native languages, in which they felt more secure and capable of properly expressing themselves. The teachers felt that when students are allowed to share familiar resources such as their heritage or native languages, they participate more actively in classroom learning. As Jasmine commented, "*I feel letting it be authentic definitely made them enjoy the process more. (…) For some students, I did notice that they were happy to share their music.*" Students who are enjoying themselves are motivated to engage more fully in classroom activities, e.g., "*learners tend to participate more*" (Jasmine), "*it boosts their motivation to participate in the project*" (Sofia), and "*they feel better and they invest more*" (Mori).

On the other hand, if a plurilingual mindset is discouraged in the classroom, students might suffer from the greater pressure to understand and provide output solely in the language that they

are learning. This may limit their willingness to learn and stop them from making progress, as noted by Gabriel:

> *How many times have I heard "*Oh, Je comprends pas, comprends pas!*" I don't understand. I don't understand. I don't understand. (...) There was a task we were doing yesterday. It was a little bit demanding. And a student, I saw something that was erased, but it was written so hard on the sheet that even though it was erased, you could still see it. And it was "I don't understand!" You know? So um, it is important to use a plurilingual approach.*

This quote points to the importance of meeting learners' emotional and cognitive needs in the language learning process. Plurilingual approaches do this by allowing students to feel safe and supported in their language learning.

With a plurilingual approach, students can also freely express their unique culture and, through exposure to other similar but distinct knowledge from their peers, they can expand their worldview. Elizabeth in Manitoba, a Resource Teacher and Guidance Counselor, emphasized that all languages, even those that the classroom teacher does not speak, should be welcomed in the classroom:

> *Because in Manitoba, we have a lot of people who identify as First Nations Métis or Inuit. So, part of my job as an educator is to make sure that everyone feels represented. And that those cultures and those languages are part of our school environment. So, while I don't speak those languages, I want to be interacting more regularly with those languages.*

Some teachers who participated in this study felt that it was not enough for students to be a consumer of languages and cultures, leaving it to their peers or teachers to represent them. Instead, they felt that all students, *per se*, should be proactively involved in expanding one another's worldviews through classroom practices. For example, Gabriel reported that, in their

classes, each student was encouraged to navigate new knowledge of languages by utilizing unique perspectives from their own cultures and to report to the whole class on this basis. Another teacher, Larry, summarized this sentiment as follows, "*Now I know that I'm doing something positive for my students and I'm empowering the students to think outside the box*."

Overall, then, the participants in the interviews felt that plurilingual pedagogies were more likely to motivate students to participate in their language lessons and were helping students to be more willing to actively respond and provide language output.

4.1.1.2 Using their linguistic repertoire makes students feel safe and involved in learning. Trained teachers had a deeper understanding of the notion of linguistic repertoire and were able to extend it beyond just standard languages to language variants, dialects, idiolects, and cultures. Jasmine, an English and French teacher working in Dartmouth, Nova Scotia who used to work in the Maritime provinces, argued that *Chiac* could be seen as a French variant. They had noticed that the *Chiac* language had absorbed certain nouns from English in the past, but more verbs and articles nowadays, which was shaping the development of the *Chiac* spoken by plurilingual individuals in Moncton, New Brunswick. Jasmine asserted that, although some French speakers did not accept *Chiac* as French, "*Actually, it is French!*" As well as acknowledging different language varieties, the teachers also reported being aware of the intricacies within a language. Gabriel provided an example: French is more than France French, the so-called standardized form of French, but also Quebec French, Caribbean French, and other varieties in America. In addition, heritage languages, minority languages, and indigenous languages can contribute to the implementation of plurilingual approaches in language classrooms. For example, Jason from Chongqing (*重庆*) in China, encouraged students to use Sichuan (*四川*) dialects; while Elizabeth in Winnipeg, Manitoba, incorporated Indigenous languages into their school culture. Indeed,

culture itself was also regarded as an important classroom resource by many teachers. Thus, teachers were broadening their interpretation of linguistic resources by not only allowing more languages but also different cultures into their pedagogy. This was helping more students with different language backgrounds to feel involved and represented.

Generally, the participants felt that, by allowing students to utilize the full range of their linguistic repertoire, plurilingual pedagogies were helping students to feel more secure about their own linguistic and cultural identity and more willing to get involved in the language learning process.

4.1.1.3 Improving students' learning efficiency and language proficiency.

The above findings relate to how students feel during the learning process. Here, I focus on the outcomes of their learning. Teachers have argued that plurilingual approaches help students achieve communicative goals, leading to an improvement in their learning efficiency and language proficiency, the two of which are inseparable.

Ten out of the 12 interviewed participants recognized that a plurilingual lens views students as an active social agent who is seeking to achieve communicative goals and respects them accordingly. To that end, the teachers felt it was important to offer a plurilingual space within which students could freely learn languages, for instance, by greeting them in their L1(s) and learning the pronunciations of these together. Other techniques included introducing the meaning of students' names in their original language and introducing songs in their preferred languages followed by an invitation for them to give their own translation. According to five of the participants, almost half of those interviewed, both students' learning efficiency and language proficiency improved as result. From the teachers' perspective, this also improved the efficiency of their teaching. They commented that, in comparison to how long it took for students to master

the same item when using a traditional monolingual approach, a plurilingual approach was "quicker", "faster", and "more effective". Elizabeth, for instance, said:

> *I find that making connections through similarities in the language will allow us (students) to learn the vocabulary faster. (…) Even to understand how to like the sounds in the words or writing the words that will make quick connections. It'll help with the reading comprehension, and then we can move into the content. I find it a little bit faster.*

Plurilingual approaches not only help students to grasp a linguistic point and how to use it more efficiently, but also benefit their language proficiency. Kevin, an English teacher for Chinese students, broke language output exercises into two parts, first making meaning, then building form. Students were first allowed to express their ideas on a topic in their L1. When Kevin was sure that they fully understood and had developed reasonable arguments and supporting details, they moved on to any grammatical issues in their writing:

> *Have an idea by using languages and to make sense of the idea first is the most important thing. I think plurilingualism or a plurilingual approach is the way that we can really reach this goal in writing and in speaking. (…) If I see them confused or I see them like kind of lost so I would just switch and maybe to common, what I said, a lot of that in Chinese to make them, you know, understand me better.*

By implementing translanguaging skills when practicing writing and speaking, students processed the meaning first and then built up sentences. The learners followed the content step by step without being put in a difficult situation where they would have to deal with the semantic and grammatical aspects at the same time. Mori added that interactive and communicative learning activities also ensured that students could better remember what they had been taught:

> *The process is really helpful, because I believe that it's not very possible for students to*

> *learn to learn,* 怎么说呢？就是他们不可能把每一个语言点都记住的 [How can I better explain it? I think it's impossible for them to memorize every single linguistic point] *in a course, in a class time, in a session. There is a limited amount of linguist knowledge they can remember or they can* 吸收 [absorb]*, absorb. So* 如果他们能互相合作然后学到一些东西, 这些东西他们一般更加的印象深刻 [if they can work with each other and learn something, they are going to have a stronger impression of the stuff].

Overall, most of the teachers I interviewed found that using plurilingual pedagogies in the language classroom improved the efficiency and quality of the learning outcomes amongst their students. It also served to render their own teaching practices more effective.

4.1.1.4 Legitimizing non-native, racialized, and plurilingual teachers.

Another finding was that language teachers, *per se*, feel supported and empowered when using plurilingual approaches. This is because plurilingual theory and pedagogies value teachers who are non-native speakers, come from racialized minorities, or who are learning themselves in the process of teaching, including those who are bilingual or multilingual speakers.

Teachers said that implementing plurilingual approaches legitimized their status as non-native yet qualified language teachers in the classroom. Two non-native English teachers repeatedly expressed how they dispelled Anglocentric English speaker nativism as result of learning and implementing plurilingual strategies. They had noted themselves that nativism was still prevalent and widely advocated in the English teaching market. Jason, an English teacher who used to teach in China, said that teachers born in China could only teach students at an elementary level, while, for intermediate and advanced levels, "*we only have foreign (not born in China) teachers.*" Participants recognized the pitfalls in such a native-speakerism approach in their own language institutions, "*We know the way to use plurilingualism, or how to use teaching*

pedagogy plurilingually. Those foreign teachers? They don't. They only know English." Apart from their insistence that Anglocentric English should not be the only kind of English they can use, these teachers also emphasized their own use of "non-native" languages. Kevin, an English teacher born in China, commented that, "*From the teacher perspective, by using a plurilingual approach, you know, firstly teachers value their language, like, linguistic repertoire more, you know, especially as a non-native speaker and not, non-native teacher.*" Both the non-native teachers built up their confidence in teaching English by being equipped with plurilingual mindsets.

Plurilingual pedagogies also support racialized teachers, who are often non-native teachers at the same time. Some reported that, as non-white teachers, they were regarded as not sufficiently "proficient" by parents and students, even for those teachers who were living in Canada and had enrolled or graduated from a SLE program at a prestigious Canadian university but as students online, for instance from China's mainland. In some cases, the schools or language institutions in which they were working, aggravated the situation by prioritizing the recruitment of white teachers. Stakeholders, at least at some schools in the Chinese context, still have a preconception that white teachers, especially those from Britain and the United States, or other English-speaking countries such as Canada and Australia, use standard English as a matter of course and therefore inherently know how to enable students to master it with greater proficiency. As Mori, who taught at a Canadian university, pointed out, a non-white accent is regarded as a negative feature of racialized teachers. In addition, in comparison to racialized teachers, white teachers often receive better remuneration and have more opportunities in the job market. Kevin highlighted this by saying:

When you are going into the market, you are at the lower or the lowest level of the

> *hierarchy. (...) You know they (schools) would hire, like, those white people. You know parents at school are more willing to hire those white people, no matter whether they speak English or not. So, we're always at the lowest level of the hierarchy in the market. I think plurilingual approach empowers teachers to be competent.*

Importantly, then, plurilingual concepts help racialized teachers to overcome these prevalent suppositions and to recognize themselves as competent teachers of non-native languages.

The participants also noted that plurilingual pedagogies encouraged bilingual, multilingual, and plurilingual teachers who are themselves learning one or more languages as a part of the process. One of my participants, Esther, was a speaker of multiple languages, with English and French as their first languages. Because they had a French last name, students questioned their proficiency in English, "*The younger ones, sometimes they (young expatriate students) don't know me, and they see my name, and the French accent*". The students therefore quick concluded that Esther was not a qualified English teacher. However, along with their colleagues, they were equipped with a plurilingual mindset and did not see themself as an incompetent teacher. On the contrary, they insisted they "*are perfect English teachers or they have a slight French accent*".

Teachers understood how plurilingual pedagogies could help them to achieve the goals of EDI. This made them more confident about such approaches. First, pluricultural pedagogies embrace and promote diversity. Thus, racialized, often visibly minoritized teachers, like Kevin and Jason, could freely use their linguistic and cultural repertoires in their teaching and encourage their students to do the same. Second, teachers with different sexual orientations are respected in a plurilingual context. Gabriel said their sexual orientation was gay and they were aware of their pluri-layered identity, e.g., "pluri-something", "intersectional", and also Black. Although Gabriel did not explicitly say their knowledge of plurilingualism brought them a sense

of security for themself or as a teacher, they reported feeling respected as a legitimate language teacher within the core precepts of EDI.

To sum up, teachers from non-native, racialized, and other commonly marginalized groups found that adopting plurilingual approaches actively helped to legitimize their position as professional and competent language teachers.

4.1.2 The Challenges of Implementing Plurilingual Pedagogies

In this section, I look at how trained teachers perceive the challenges involved in implementing plurilingual pedagogies in language classrooms. Table 3 shows the five main challenges that were reported.

Table 3: *Challenges of Implementing Plurilingual Approaches in Language Classrooms*

Themes	Frequency of Occurrence in Interview Data
Difficulty of challenging long-standing LE theories	28
Constraints imposed by educational systems on implementing plurilingual approaches	26
Absence of shared common languages or cultures between teachers and students	15
Misconceptions of plurilingualism or plurilingual approaches	11
The need for students' agency as well as guidance by teachers	9

4.1.2.1 The difficulty of challenging long-standing SLE theories.

The primary challenge that trained teachers felt they were ill-equipped to deal with was the nature of long-standing and well-established theories and pedagogies in the field of SLE such as interlanguage, fossilization, and transfer, which typically advocate monolingualism and native speakerism. Out of the 12 participants, 11 emphasized how deeply rooted monolingual and monocultural mindsets in SLE prevented them from freely using plurilingual approaches. They claimed that a "standardized" accent or "native" use of language was still advocated as a norm or

even privileged in the LE curricula. Sofia expressed this struggle between monolingual and plurilingual approaches as follows:

> *It's a debate. Having one professor telling us, "Do not ever use, like, another language in your class." And another professor telling us, "No, no, you should use a lot of different languages in your class. And if you don't do that, you're not helping your students."*

Not only were teachers confused by the different positions adopted by their instructors, but they also reported a lack of confidence when implementing plurilingual approaches:

> *Because it's an ESL class, I feel like it's probably the worst place to try to implement plurilingualism, because there's that struggle between "I want them to speak English. I want them to practice their English" (and make use of other languages.) It's a super difficult question to answer, because are you going to tell your pre-service teacher or something that's like really, like, against the curriculum itself?*

Teachers used expressions, like "unsafe", "insecure", and "lost", to describe how they felt about the challenge of adopting an approach that was actively opposed to long-standing ideas put forward in SLE and SLA theories. Their understanding of plurilingual approaches deepened and their attitudes changed as they were trained or instructed over time. They generally passed through three stages in their encounter with plurilingual pedagogies: 1) shock and insecurity; 2) positive or neutral acceptance; and 3) use but critique. When first confronted with plurilingual concepts, they immediately felt the tension between them and monolingual ideas:

> *It is interesting. It's amazing. It was a shock when I first encountered the concepts of plurilingualism. (…) I encountered with the plurilingual concept, it was so, it was a shock in the first semester. It's just a destroys everything I believed about like the purpose of learning language. (…) I was a little bit upset about that, because I no longer feel safe, because of*

> *having a set of conceptions,* 本来观念已经很牢固了是会有安全感，然后它突然被冲击了就是突然就陷入了一种 [the concept had been very firmly established originally and I had a sense of security, and then my belief was suddenly challenged completely and I'm] *lost.* (Mori)

Overall, teachers' first reaction to plurilingual pedagogies was skepticism and a feeling of insecurity. This was a very common response among participants who were new to these ideas. However, after an initial period of astonishment, they reported being able to learn from plurilingual approaches and accept them. There was a bit of variation in this finding. Some teachers reported being quite open to plurilingual pedagogies and fully adapting to the idea, while others were more hesitant about implementing it, depending on their educational context and the reason for its use. For instance, Mori realized that *"(the plurilingual concept) makes me think about the power issue behind our conception of language and accents*". Participants strived to critique how the monolingual status quo and Anglocentric native speakerism exploited both teachers' and students' rich resources and denied their plurilingual or pluricultural identities. However, after furthering their knowledge of plurilingual theory, teachers accepted plurilingual pedagogies but also critiqued them. Teachers indicted that supports from their school, at a provincial or national level, mutual understanding and cooperation from their peers, and the plurilingual dissemination were either inadequate or unavailable. It should be emphasized here that teachers' critiques were not directly towards plurilingual pedagogies themselves, but rather the lack of top-down supports, including language policy and peer advocacy of plurilingualism. The lack of support and common sense within the LE system disappointed teachers, making them angry or anxious when they could not comfortably implement plurilingual pedagogical approaches in their contexts. At one point, Gabriel was moved to say, "*I think the whole*

(educational) system has failed us. It's very colonized." They added:

> *Since day one, I have gone above and beyond my Caucasian cohort who's predominantly white Francophone, who aren't necessarily, you know, bad people, but you know, do not take the … Everything I do, I need to include a different perception or reality, and you know, I'm very tired of this.* (Gabriel)
>
> *A lot of the teachers are jaded. We just know that we can't do all of these wonderful things for students because we recognize the context, we see what we can and can't do. (…) It needs to be part of the curriculum itself. (…) like the expectations are for ESL teachers in Quebec, like the idea that it should be in an all English context, so the QEP (Quebec Educational Plan).* (Sofia)

The lack of support mentioned above incorporates threes issues that will be discussed in the next section and echoed in Section 4.3. Typically, the end result was that they reconstructed their understanding of pedagogical approaches in LE. Trained teachers' implementation strategies according to the three different attitudes noted above is covered in greater detail in Section 4.2 when addressing RQ2.

It is also worth mentioning that teachers' awareness of demographic change at their school and in the Canadian context had an impact on their willingness to implement a plurilingual approach. For example, Larry, from Ontario, Jasmine from Nova Scotia, and Sofia from Quebec, had all witnessed a multilingual and multi-ethnic demographic change in the population they were teaching. Sofia said "*my own academic background was predominantly white, like, I went to a Catholic school we had, it was just white kids*." After Sofia became a teacher, they said, "*and then like it was nice to see how much the students (with different ethnic origins) were able to build off each other*." In short, most participants reported feeling insecure about implementing

plurilingual approaches in their language classrooms due to the predominant Anglocentric monolingual and monocultural way of teaching being advocated when they themselves were students.

Overall, most of the participants struggled with implementing plurilingual approaches in their language classrooms, at least at first, because it was discomforting to set themselves against long-standing and widely accepted theories in LE. Their initial reaction when encountering plurilingual pedagogies was shock, which moved on to acceptance, either a positive or neutral attitude, before them finally being willing to implement them, though not without some measure of concern or critique.

4.1.2.2 Educational systems place constraints on the implementation of plurilingual pedagogies. A second recurrent theme in terms of challenges was that existing educational systems constrain the extent to which teachers can implement plurilingual pedagogies. To be more specific, classroom teachers faced challenges in implementing plurilingual approaches because of the expectations and requirements imposed upon them by school curricula, including things like evaluation and assessment criteria, school policies, and stakeholders' views of language and language learning and teaching.

Of particular note here is the problem of student evaluation and assessment, which remained largely monolingual in the schools where the participants were working. Teachers found that, even though they were willing to implement plurilingual strategies in their teaching, tests required that students use just one language. Mori found this disheartening: "*the assessment of language is always monolingual, and the ultimate purpose is always to use the single language.*" As we saw above, Gabriel, found grounds in this to condemn the whole educational system, which they felt had failed them. Some teachers, like Esther, said that they had been making an

effort to give feedback on assignments where the students had used different languages and patterns to those they themself knew or recognized. However, they noted that feedback on incomprehensible assignments was not deemed their responsibility according to the school board. As a result, they did not receive support and had to undertake extra work or ask for colleagues' help to translate or recognize the specific language or symbols in such assignments. Kevin is a TOFEL and IETLS teacher and wondered how they could address this tension: "*Those are standardized tests; I mean the assessment of those tests are based on monolingualism*."

The challenges of implementing a plurilingual approach do not necessarily just stem from language evaluation but also from schools' language policies. Many teachers mentioned that, in their schools or educational context, there was a one language only policy, for instance French only in French immersion programs. Teachers sometimes felt stressed if they violated this rule by welcoming other languages or cultures into the classroom. Some even encountered resistance outside of the classroom. Gabriel, an English teacher in Quebec, for instance, was asked to speak only in French with other English colleagues during their lunch time:

> *When the English teachers are speaking English to each other in the lunchroom, while I've gotten a newsletter sent to the whole school, a reminder to everyone that in the lunchroom, we speak French. (…) And then the first time I've ever felt demotivated was when I bought that newsletter, do you see, do you know the last seven years of my life, how I dedicated towards French, how I integrated myself, how I got to know you, you the people of Quebec and by sending this very oppressive, anti-plurilingual approach, monolingual approach (…) There's, you know, there's like the charges like plurilingual, and then there's um, there's assimilation and there's like different types of approaches.*

A one language only policy, very often only French or English in the Canadian context,

significantly undermines teachers' willingness and freedom to apply plurilingual strategies at school. Even worse, these monolingual policies fail to recognize teachers' basic human rights in the classroom by ignoring their right to use languages freely.

Another obstacle in educational contexts can be other stakeholders such as teachers' colleagues, parents, and even the students themselves. Jasmine said, "*You're working on a team, and not all colleagues agree, you know, they could say, 'Well, in my class, we don't have to speak (other languages), only English or French'. So that could be a bit tricky*."

Whether other colleagues are prepared to implement a plurilingual approach relates to how a school, from the top downwards, responds to the plurilingual turn in LE. Elizabeth, a Resource Teacher and Guidance Counselor, was able to provide a plurilingual space for classroom teachers at their school, even in a French immersion environment. In this case, as someone tasked with teacher training, they were dedicated to creating a place in which students, First Nation Métis or Inuit included, felt represented and could interact more regularly with different language speakers. However, support at a school level was scarce. In addition, other teachers found that not many parents and students recognized the value of plurilingualism. A key point of tension here is that teachers need to be concerned about what parents think because they pay for students' tuition fees. Parents often adhere to the long-standing SLA belief that more input equals more output, so, the more "target language" education their children receive, the higher the level their children will achieve. This view is manifested in the English only approach adopted for TESOL lessons. As a result, teachers tend to cater to the pedagogical approaches that parents expect, i.e., by immersing their students in just the language that they are learning. The participants also reported that students who had not received any information about plurilingualism often preferred a monolingual and monocultural approach. Some students even

assumed that teachers using a different L1 were "poor" or "inferior" to English only, often white instructors. This further served to make teachers reluctant to use a plurilingual approach.

To sum up, then, teachers who might otherwise be willing to make use of plurilingual pedagogies are often confronted with structural constraints that work against any such ambition. This operates across a variety of levels, including educational and institutional policies and practices, specific curriculum requirements, and stakeholder attitudes, from colleagues to students themselves.

4.1.2.3 Teachers and students do not necessarily share common languages or cultures.

Half of the participants reported that it could be difficult to implement plurilingual pedagogies when the students and teachers did not share any common languages or have any understanding of one another's cultures. Jason stressed that this was not only a challenge for both teachers and students. For example, when Jason wanted to use students' local dialects, they were worried that they might not be able to understand the students' dialects, thereby hampering their ability to guide discussions and facilitate learning. Teachers also noted that, if the majority of a group spoke the same language, students with a different L1 were likely to feel excluded during discussions. It was felt that, in the case of this kind of uneven grouping, minority students might be discouraged from focusing on the content in class.

Another issue of concern was whether teachers could effectively manage a lesson when there was a large number of unknown languages spoken by students in the classroom. "*Four, or six, or eight languages that are being used in the classroom*" as reported by Harry, made teachers feel too overwhelmed and stressed to appropriately apply plurilingual approaches in their lessons.

Beyond this, teachers were worried about how best to deal with the different cultures

amongst the students in their classrooms. Sullen, who was originally from China and used to work as a Chinese teacher in Montreal, reported that they had limited knowledge of the holidays celebrated in Canada, including Christmas. When students in their classroom shared their cultural experiences, Sullen felt saddened and even a little guilty, "*Sorry, I cannot recall that. I don't have the same experiences as you did. I feel very sorry to them. Maybe I don't know their background. The culture storage,* 知识储备 [prior knowledge]. " They were a bit reluctant to implement plurilingual (and pluricultural) approaches because it was stressful to not able to respond effectively to students' discussions of their own cultures or make any appropriate and meaningful connections. They added up to a concern or even fears that, if they had no prior knowledge in a specific culture, they would have difficulty understanding the answers from their students. Another teacher, Larry, suggested that problems regarding cultural diversity and cultural barriers are not just matters of translation but cognitive issues. They gave the example that, even though speaking a variety of English, it is very rare for Canadian people to use a phrase like "*this is not my cup of tea*". Their Canadian students could understand each word in this sentence, but not necessarily know how to use it in a grammatically appropriate fashion. Similarly, Larry noted that learners might feel unprepared for cultural challenges if they have never encountered a phenomenon in their first language, such as nomophobia. Larry pointed out that, if students do not know a term in other languages to describe people's fear of not bringing a mobile phone with them, then there is no translation strategy that will help and dealing with this can then demand too much of students' cognitive abilities regardless of their linguistic or cultural background.

To sum up, another challenge to plurilingual pedagogies is the potential absence of shared languages and/or cultures in the classroom. This applies to both teachers and students, and can

result in problems of understanding, difficulties in classroom management, and can even lead to a sense of exclusion, which is directly contrary to the objectives of plurilingualism.

4.1.2.4 Teachers' partial misconceptions of plurilingualism and plurilingual approaches.

The next most reported issue was potential misconceptions regarding plurilingual theory and plurilingual pedagogical approaches. Some teachers had adopted plurilingual approaches as a survival tool, with some concerns and discrepancies, in the language classroom. Sullen reduced plurilingualism to "scaffolding." Mori made a very similar comment: "*Plurilingualism is just a scaffolding. It's just a tool in between. But the final result has to be in one language, has to be monolingual*." From their point of view, a plurilingual approach was just a strategy to encourage students to learn and produce output, but it was not necessarily a philosophy they personally ascribed to:

> *Plurilingual approach is an approach to learn the language, right? It's not, like, the end goal, right? Because I believe at the end of the day, you want your students to converse fluently in Cantonese or Mandarin (the language the author is teaching), right? So not just for them to be able to combine it with English.* (Wunmi)

These teachers overlooked how plurilingualism emphasized the incomplete and ongoing nature of language learning and plurilingual and pluricultural competence. Partial competence was still seen as a deficit rather than a norm by them, so they considered encouraging their students to achieve native-like proficiency to be an important part of their teaching goals. Moreover, they were occasionally deeply affected by the monolingual way of thinking, that is, learning an additional language is from L1 to L2 linearly. These participants expected their students to use an L2 without any trace or connection to their L1 rather than seeing multiple languages of different proficiencies integrated together. From this, it seems likely that these three teachers would not

hesitate to drop plurilingual approaches once their students had reached sufficient proficiency in the "target language."

Some teachers did not use plurilingual strategies systematically. However, this does not mean that these teachers were wholly aligned with native speakerism rather than plurilingualism. Instead, their responses revealed an empathy with their students, who had to meet the course requirements. They were therefore focusing on what would be the best to support their students' learning and, as a result, were balancing the need for scaffolding and support versus exerting a healthy level of challenge that might to encourage students to take more risks.

Another common misconception was that a high level of proficiency in the language was a prerequisite for implementing a plurilingual approach. Kevin, for instance, said:

> *I think in order to use plurilingualism that you have to be fluent in the language he or she is teaching and also other languages. So being fluent in the language he or she is teaching is the most important thing. For example, you're English teacher, but you cannot speak English fluently almost like a native speaker, it would not be valid for you to use plurilingualism.*

Kevin had been asked to read the CEFR companion volume when completing their master's course, but when they implemented plurilingual approaches themself, they were still largely influenced by traditional SLA. As a result, they did not accept partial competence in the language of learning for either teachers or their students. Sofia, an English teacher in Quebec, echoed this kind of view:

> *They (students) were also very good in English. That's the baseline, right? Because they were already almost all fluent then that really helped because there was already a baseline of communication where they could bring in those their different languages.*

To sum up, some teachers misconceive the objectives and ideals attached to plurilingualism and therefore limit its potential to make a real difference to people's language learning experiences. Fundamentally, their misconceptions arise from the mistaken view that plurilingual agents already need to have achieved an advanced level in the "target language" to be eligible to use a plurilingual approach.

4.1.2.5 A plurilingual approach requires students' agency and guidance by teachers.

In addition to the above challenges, I found that teachers were concerned about the extent to which a plurilingual approach might hinge upon the agency of students and the capacity of teachers to act as mentors giving guidance. The teachers generally recognized that plurilingualism acknowledges an individual's agentive ability to act as a meaningful interlocutor by drawing on their linguistic and cultural resources in a classroom setting. However, they were concerned about whether learners, especially young students, would be prepared to make any effort to improve their language or turn to plurilingual approaches by using their first language or some other language they were comfortable in. Jasmine, for instance, pointed out that "*You do sometimes have learners who don't really try and will, not at all, try at all to speak the language that you're trying to learn*." Contrariwise, Sofia, an English teacher in a French immersion program in Quebec, said, "*If you don't impose the use of English, if you allow the use of French, the students will never speak English*."

The extent to which, and in what ways, teachers expect student agency is also context dependent. Sofia, already mentioned above, said there were two reasons why their students found language learning challenging. First, some students were not willing to learn English in Quebec for historical and personal reasons, for instance, to protect their identity as Quebecois in a francophone-centric setting. In that case, allowing learners to use their L1 in an English

classroom often led to French conversations but few or even zero use of English. She added that "*I don't know if the students could have the liberty to bring in French, because then if you open that door, some students will just trample all over the rest of your lesson*." The second reason was that learners themselves do not have any real interest in learning a language. Here, Sofia commented, "*And it sucks because teaching shall be about intrinsic interests and you have to try and make the language fun for the students*." This being the case, students did not improve their language proficiency as much as teachers would have liked or expected. Instead, their language competence stagnated at a beginner or intermediate level, with them taking advantage of plurilingual communicative strategies, not to augment their linguistic competence, but rather as an effective way of getting by. Wunmi therefore argued:

> *But if the student gets so comfortable, just blend in, and translanguaging, and translating without necessarily putting in more effort, "Oh, my teacher says I can speak it anyhow I like". Even though it's not correct, some students may decide to stay in that comfort zone and not actually walk towards learning and using the language, right?*

To summarize, some teachers have explicit concerns about learner agency. If a student is an active learner, a plurilingual approach gives them a lot of room to creatively practice their language. However, if a student is a passive learner who needs guidance by teachers, a plurilingual approach may serve to condone a lack of effort to learn the language, resulting in them making no progress at all in the classroom.

4.2 How teachers' PPC levels support or hinder the implementation of plurilingual pedagogies

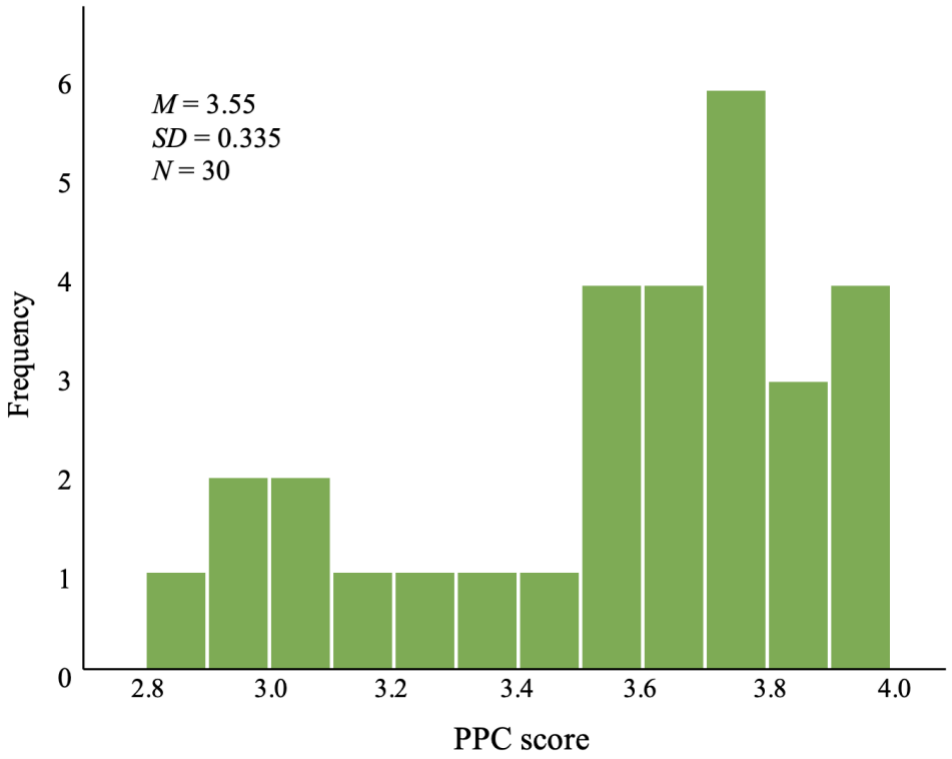
RQ2 relates to the extent to which trained teachers' PPC scores might support or hinder their implementation of plurilingual practices in the classroom. This section explores the findings

in this regard in relation to three broad considerations: 1) trained teachers' PPC scores; 2) the extent to which teachers' PPC levels influenced that implementation; and 3) teachers' implementation of specific plurilingual strategies. In this section, I make use of both the quantitative and qualitative data I collected.

4.2.1 Trained Teachers' PPC Scores

The trained teachers ($N = 30$) all attained above average PPC scores, with the mean score being 3.55 on the 4-point PPC scale. The highest and lowest scores were 3.95 and 2.86, respectively. The distribution of the scores appeared to be positively skewed, with most scores falling into the 3.5-3.95 range. As the PPC scale ranges from 1 to 4, with an arithmetic mean of 2.50, the teachers' PPC levels in this study can be considered comparatively high. Figure 4 shows the distribution of their scores.

Figure 4: *The Distribution of the Trained Teachers' PPC Scores*



I also examined what variables might correlate with the teachers' PPC scores. Normality tests indicated that the scores were not normally distributed (Kolmogorov-Smirnov test p = 0.019, Shapiro-Wilk test p = 0.002). Therefore, an inferential analysis was conducted using non-parametric methods. The Mann-Whitney test was used for comparison across the different subgroups, which included the teachers' gender, education, and status (pre- or in-service teacher; part-time of full-time). Spearman correlations were then explored using numerical variables, for instance the number of languages teachers had in their repertoire. The results showed that there was a significant difference between participants who self-identified as bilingual (M = 3.37) and those who self-identified as plurilingual (M = 3.65) (Mann-Whitney p = 0.037). These results suggest that participants who self-identified as plurilingual had higher PPC scores. No other significant differences in the PPC scores were found. It is important to point out that the teachers' level of teaching experience, that is either a pre-service or in-service teacher, seemed to make no significant difference to their PPC scores. A deeper exploration of the correlation between PPC scores and the length/depth of their training is beyond the scope of this thesis. First, a majority of the teachers (73%) received limited training over just one or two courses, lasting no more than eight months overall. As a result, there were not enough participants who had received what might be considered extensive training for it to make much sense to run a correlation test between the PPC scores and the years of training. In addition, because the data relating to the depth of training was qualitative and descriptive rather than numerical, it would be difficult use the data I collected to address this consideration quantitatively. Table 4 summarizes the PPC score results I obtained.

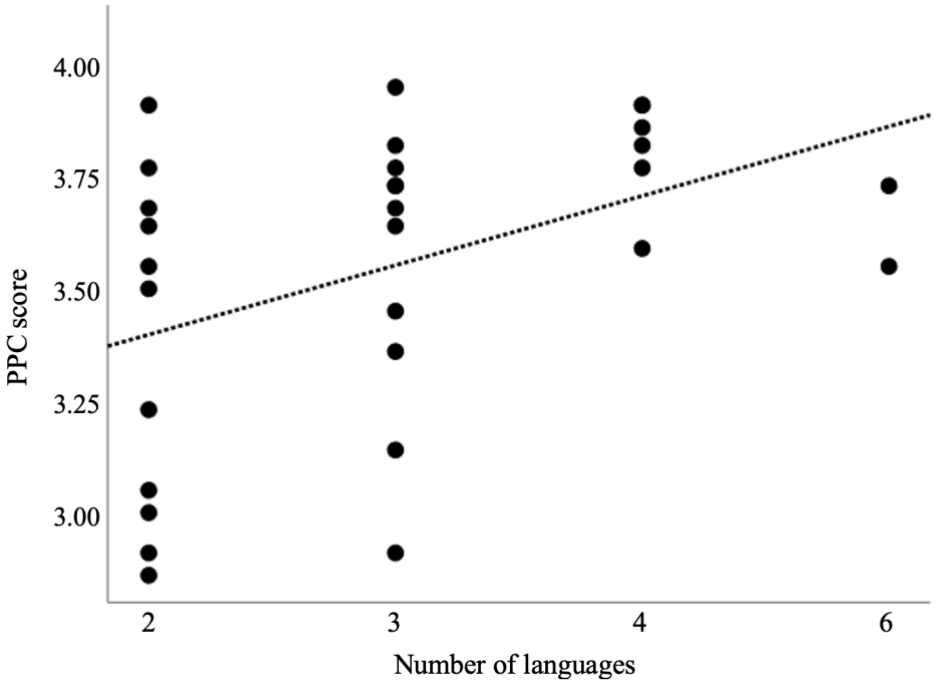
Given that participants who self-identified as plurilingual had significantly higher PPC scores than those who self-identified as bilingual, I conducted a Spearman correlation test to

Table 4: *Descriptive Statistics relating to the PPC Scores*

Comparison subgroups	*n*	PPC score *Mean* (*SD*), *Median*	Mann-Whitney test
Status			$p = 0.453$
Pre-service	14	3.49 (0.36), *Med* = 3.62	
In-service	16	3.59 (0.32), *Med* = 3.66	
Bi- or plurilingual			$p = 0.037$
Bilingual	11	3.37 (0.37), *Med* = 3.50	
Plurilingual	19	3.65 (0.27), *Med* = 3.73	

examine the relationship between the PPC scores and the number of languages in the participants' repertoires. The scatterplot in Figure 5 reveals a positive association, with a higher number of languages being associated with a higher PPC score. The correlation coefficient was found to be moderate, positive, and statistically significant, $r_s = 0.443$, $p = 0.014$.

Figure 5: *Correlation between the Number of Languages Spoken and the PPC Scores*



These findings indicate that the PPC levels corelated to the number of languages the participants had in their repertoire. Teachers who speak more languages, often teaching more languages at the

same time, perceive themselves to be more inclined towards the use of plurilingual approaches. The next section explores what approaches are used by trained teachers, which may require a higher level of PPC.

4.2.2 Teachers with Higher PPC Levels were More Open to the Implementation of Plurilingual Pedagogies

In this section, I delve into these two sets of findings to explore the extent to which teachers' PPC levels may actually be supporting or hindering their implementation of plurilingual pedagogies in practice (see Table 5). The 12 trained teachers who were interviewed all had PPC scores ranging from 2.91 to 3.91 and had all declared that they were applying plurilingual approaches in their classrooms. However, this study found that teachers with different PPC levels actually held different attitudes towards plurilingual implementation, with this ranging across: 1) willingness; 2) reluctance but tolerance; and 3) skepticism. In that case, I next consider plurilingual implementation by beginning with teachers with comparatively lower PPC scores, then teachers holding a neutral stance, and last active teachers who usually had comparatively high PPC levels. I do this by examining the frequency of occurrences of implementation in the interview data, from high to low. Note that the study did not set out to examine the relationship between specific activities and teachers' PPC scores. Instead, it sought to encapsulate how they perceived the value of implementing plurilingual approaches in general.

Table 5: *The Relationship between Trained Teachers' PPC Levels and the Implementation of Plurilingual Approaches in Language Classrooms*

Themes	Frequency of Occurrence in the Interview Data
Implementing plurilingual approaches in classrooms	34
Decolonizing their teaching by incorporating diverse languages and cultures	20
Proactively introducing plurilingualism to students and colleagues	5

4.2.2.1 Implementing Plurilingual Approaches in Classrooms.

Despite the variation in the 12 trained teachers' PPC levels, they all reported implementing plurilingual approaches to some degree in their teaching. Even Sullen and Harry, who measured 2.91 and 3.05, in the PPC scale ranking, respectively, and had the lowest ranking out of the 12 interviewees, assured me that they planned to use it, even if only for the good of the students. Sullen, for instance, acknowledged its potential benefits by saying, "*I think I will keep this, maybe unconsciously keep this*." Sullen was not sure if they would become a teacher after graduation, but, nonetheless, they said, "*I still hope this (plurilingual approach) can be my equipment.*" Harry emphasized that they were applying a plurilingual approach only because their students were at a beginner level and could not learn anything without some translation or translanguaging skills:

> *I feel that I was pushed to use this approach, but it's not what I want to. (…) That is not the ideal solution for a classroom, but sometimes I have to do that. We have to implement the approach that would be the most helpful for them.*

These teachers felt uncomfortable, or even stressed about adopting plurilingual approaches, but they were willing to accept it if it would help students to learn. Harry added another reason why they felt obliged to use it with some students: "*Some of them (students) don't know read a clock, so the basic terms in English. (…) Sometimes I have to use the approach. It's not my choice. If I didn't use the approach, they get zero!*" In these kinds of cases, the teachers were only using plurilingual approaches because students would then be able to process the meaning of what they were being taught and produce a suitable linguistic form by means of strategies such as translation and translanguaging. However, the "ideal solution" was firmly bound to the "target language" only approach and these teachers were not ready to take the risk of challenging their

long-held beliefs about how language teaching should proceed.

Four teachers said that they were still experimenting with plurilingual pedagogies and argued that teaching approaches should always be context dependent. Wunmi, who had a PPC score of 3.77, said that their approach depended on its purposes and the specific students involved. For instance, they felt they needed to put pressure on students to practice new knowledge in the language they were learning. Otherwise, they suggested, young students would feel "*too comfortable*" and stay in their comfort zone, only speaking their first language and being unwilling to learn new items in the language. This did not mean that Wunmi did not accept plurilingual pedagogies. Instead, they explicitly stated they were "*willing to implement*" plurilingual approaches, but that they needed to consider what would be best for different students. Additionally, these teachers displayed conflicting and shifting attitudes towards implementing plurilingual techniques. Sofia, for instance, who had a PPC score of 3.55, said they were still involved in a dynamic and ongoing process of learning plurilingual concepts, so "*I could debate with myself for the next hour*." For the Quebec context where they worked, Sofia replied, "*I'm not gonna buy it*." They also had the same concern as Wunmi: "*If we do not enforce our activities to be in English, the students will never speak English*." This kind of skeptical attitude was shared by many of the participants, and they were still figuring out "*where I fall on the educational context.*"

4.2.2.2 Decolonizing teaching by incorporating diverse languages and cultures.

Trained teachers, especially those with the highest PPC scores, tended to question Anglocentric perspectives and had reflected on their teaching practices with the intention of reforming their traditional pedagogical approaches. These participants borrowed viewpoints from a variety of different languages and cultures. Gabriel, a Black teacher, had a score of 3.91 on the

PPC scale and was one of the highest-ranking participants. In their case, they recognized the colonizing aspects of their current learning materials. Gabriel therefore criticized some content for still being of a very monolingual or monocultural character, for instance, "*red buses in England*" as an image of English culture, "*they say flats for apartments*" for differences between British and American English, and France French as the standard form of French. They said the textbooks provided by the school failed to help students explore minorities and Indigenous languages and cultures. To compensate for what was missing in these teaching materials, Gabriel introduced a plurilingual and pluricultural viewpoint in the classroom. For instance, when discussing cultural beliefs or behaviours, students were encouraged to not limit themselves to British or American culture, but rather to consider language practices in Caribbean, Indian, and Filipino cultures and explore Indigenous realities.

Activities involving different languages and cultures were not only proposed by racialized teachers, but also white teachers, such as Sofia and Elizabeth. For example, Elizabeth, as a teacher trainer, planned to incorporate Indigenous, Métis and Inuit languages as part of the school culture, "*Having conversations with teachers and elders and different people that speak those languages. So that way, that can be part of our school culture*." Larry, who also had a PPC score of 3.91, was a strong advocate for plurilingual approaches, "*I'm definitely comfortable with plurilingual approach. (...) I'm definitely more willing to implement it."*

4.2.2.3 Proactively introducing plurilingualism to students and colleagues.

Teachers with a higher PPC were also proactive about introducing plurilingual concepts to their students and colleagues compared to teachers with lower PPC scores. Mori, who had a PPC score of 3.86, pointed out that students do not necessarily value their plurilingual practices even if they are unconsciously using them. To address this problem, Mori explained plurilingual

theory step by step to their students, "*so that they will feel better about themselves using other languages*". They felt this could better scaffold students' learning. For adult learners, the teacher chose to teach them the key aspects and value of plurilingualism, so that those who were new to it would be able to understand the basic concept and make use of it.

As language teachers tend to work in groups, my participants were also dedicated to involving their colleagues in their plurilingual approaches. For instance, Esther with a PPC score of 3.55 asked for colleagues' help with the correction of assignments in languages they did not speak. In this way, they were sharing a plurilingual way of thinking with their co-workers.

In summary, then, although all of the interviewed participants had relatively high PPC scores, higher than the median of 2.50 in the PPC scale, there was variation amongst them regarding their willingness to adopt plurilingual strategies. Two of them, with somewhat lower PPC scores (Sullen, 2.91; and Harry, 3.05), were actively skeptical about the benefits and were only prepared to implement it where it would clearly serve their students' best interests. Four of them had some misgivings and felt they were still only beginning to get to grips with it, but they were nonetheless willing to make use of it, given an appropriate context. The others, who had the highest scores, were strong advocates of the approach, with them seeing it as a potent antidote to the current ills of monolingual and monocultural approaches. Some of them were also proactive in their efforts to get their students and colleagues to appreciate the value of teaching languages in this way.

4.2.3 Teachers' Creative Use of Plurilingual Pedagogies

In Section 4.2.1, I reported an association between trained teachers with higher overall PPC levels and a willingness to implement plurilingual approaches. In Section 4.2.2, I looked the extent to which teachers with comparatively high PPC levels were more willing and felt freer to

implement plurilingual pedagogies. In this section, I explore their specific teaching approaches in greater detail. I look in particular at the four plurilingual approaches most frequently reported by the 12 participants in the interview data. Table 6 shows how often trained teachers mentioned the use of the following methods: 1) exploring different cultures; 2) making linguistic comparisons; 3) translanguaging and 4) stimulating discussion in relation to a language or culture.

Table 6: *Plurilingual Approaches Used by Trained Teachers in Language Classrooms*

Themes	Frequency of Occurrence in the Interview Data
Exploring different cultures	10
Making linguistic comparisons	8
Translanguaging	7
Simulating discussions regarding a language or culture	5

4.2.3.1 Exploring different cultures.

Teachers reported using resources relating to diverse cultures in their language classrooms. This included both cultures that the teachers were familiar with and ones that they wanted to use to get the students' attention. The strategy of exploring different cultures was the most frequently mentioned one in the interviews. It was mentioned 10 times overall, by at least four participants.

One of them, Larry, a teacher of English, Italian, and German, used this strategy to facilitate the memorization of idioms in all their classes. As an example, here is how Larry introduced the way to learn an Italian phrase:

> *When something hardly ever happens in Italian, it says "*Ogni morto (morte) di Papa *[it happens every time a pope dies]". So,* Papa *is the Pope.* Morto *is the dead person. Sorry, I mean* morte *is death. So, every time a Pope dies, so how often are we ever, and this this goes back to you know the Vatican to the religion of Italy. (…) This reflects the emphasis Italy puts on the religion.*

Larry added that not every country had a Pope or could be considered Catholic. This was part of their way of making learning the culture of Italy fun for students speaking other languages. Larry also mentioned their making use of different ways of describing something very difficult, i.e., "*In English we say, 'it is all Greek to me' while in Italian we say, 'you are speaking Arabic'.*"

Teachers also brought along resources to the classroom that could help students to broaden their perspective. Gabriel, for instance, made use of two resources:

> *In my class right now, we're listening to a podcast called* the Two Princes*, and it's an adventure fairy tale, you know, just like a typical thing, but it involves two princes falling in love. I bring up, I have books about Indigenous culture. I brought it to my class. It's called* This Place: 150 Years Retold*, a graphic novel anthology. And it tells from Confederation to Canada, talking about Indigenous people, Métis, and Inuit, their story, their perspectives.*

Therefore, some of the teachers interviewed were prepared to draw upon their own PPC to include knowledge of different languages and cultures, as well as external resources to facilitate reflection upon different cultures and norms, such as heterosexuality, thereby facilitating greater attention to diversity. Doing this also enabled young learners to explore Indigenous cultures and their perspectives, such as the Métis, and Inuit. It is worth mentioning that this teacher was not Indigenous, but it did not prevent them from bringing Indigenous perspectives into the language classroom.

4.2.3.2 Making linguistic comparisons.

The next most frequently reported strategy (mentioned eight times by four participants) was making linguistic comparisons. Teachers often tapped into their own PPC, made use of the formation of words, and borrowed freely between languages to help students to learn L2 vocabulary. Alphabetic languages are a good example. For instance, Elizabeth, a French and

English teacher, gave students the example of "addition", where the "-tion" is shared between the two languages and encouraged the students to look for other similar connections. Larry used a similar strategy with their students:

> *If you show them the connection with the words for example, or the roots and, for example, there is in German, all the suffix and in* -keit*, for example,* Möglichkeit*, this means opportunity. So, this means all the words that use* -keit*, in English it is -ity, this is like for word formation.*

Jason showed particular creativity by comparing between English, a syllabic writing system, and Chinese, a logographic system. To do this, Jason invited students to compare English words and Chinese characters:

> *When I'm teaching students, how do you understand the prefix?*前缀 *[prefix],* 后缀 *[suffix]. So that's pretty much like the* 偏旁部首 *[radicals] in Chinese, right? I always use* 甭 *[don't] is* 不用 *[do no]) where's unlike or dislike, so because these words and this part of a language or a word is very very very similar.*

Teachers made linguistic comparison because they found this to be a very efficient and interesting way to memorize words. The participants said that they had faced the same kinds of difficulties when learning, they were keen to use methods they had used themselves because they felt that their students would find them just as useful.

Gabriel also taught students about words that were directly shared between languages, such as science / *science* and education / *education* in English and French. They felt that this knowledge would also help students to learn more words.

4.2.3.3 Translanguaging.

Translanguaging, which is a language practice much associated with PPC, was reported seven

times in the interviews. Although this was slightly less frequent than the first two strategies, but used by more teachers, i.e., more than four. This strategy refers to the flexible use of both linguistic resources and beyond, such as multimodal and multisensory semiotics, when learning a new language. Sofia, in a unit relating to music, allowed students to introduce a song in any language they liked and to then interpret the lyrics for the rest of the class. They were specifically willing to accept languages other than the language that were expected to learn, which, in this case, was French, for instance Arabic and Mandarin:

> *The students that chose or, like, they agreed to choose the one song that was in a foreign language, not necessarily all of the members understood the meaning of the song. So, like each student would sort of serve as a linguistic and cultural interpreter where they would adapt the song.*

Larry and Mori also said that they were not worried if students did not use the "target language" in the learning process, because learners better grasped the meaning of a new point in a language in which they felt comfortable. They were then able to produce a sentence and even hold a conversation in the new language. Larry explained his approach as follows: "*It (students using their own language) doesn't matter. (…) They can teach each other new words. (…) They know they're learning English, but they have the background knowledge.*" This teacher had grasped several of the important features of plurilingual approaches: being student-centered; engaged in meaning making; and creating links between the new and prior knowledge. This ensured that students could apply their agentive power in the classroom and that their conversations were not limited to typical patterns of teacher-student negotiation. Instead, the students could directly confirm the meaning of the new content across the linguistic boundaries. Additionally, they were made actively aware of how they were using prior knowledge to make the translanguaging

process comprehensible.

Mori made similar allowances in their classes, and they were flexible about the languages students used, "*I don't object. No, I let them use the language resources during the discussion process.*" The point to stress with translanguaging is that it is not limited to languages, but rather also makes use of other patterns. Wunmi, a Yoruba teacher for children, for instance, creatively explained what a particular term meant with the aid of pictures, such as a spoon. They found this helpful because young learners can struggle to understand a term when limited only to language, so things like visual aids are very straightforward and efficient tools to assist the learning process.

4.2.3.4 Stimulating discussions regarding a language or culture.

Both language and culture are a feature of the notion of PPC, and teachers made this link explicit by reporting how they sought to establish a friendly atmosphere in their classrooms by welcoming the different languages and cultures that their students represented. This approach was reported five times in the interviews. For example, Jasmine liked to make use of an icebreaker game where students who were new to the class were encouraged to write "hello" on the whiteboard in their L1. This typically made the other young learners in the class curious about this new language and they would often ask how the word was pronounced. Jasmine actively set time aside for this in their sessions and invited students to share and talk about their own language and culture with the whole class. Wunmi, a Yoruba teacher, said that the teachers they worked with had a cultural bay, in which students were assigned to represent a particular culture, not limited to their own heritage or linguistic culture, but other cultures as well, "*Now, sometimes they (students) say okay, this group is going to present Indian culture, or French culture, and things like that*." This approach helped the members of the class to feel more

connected with one other, which, in turn facilitated their learning.

Overall, then, teachers actively reported adopting a range of plurilingual approaches to enhance their students' learning. These included: locating and making use of their own resources and past experiences to expose students to other languages and cultures to promote diversity; making comparisons between words and their structure across languages to promote the building of vocabulary; making use of translanguaging, which is the use of a mix of linguistic and non-linguistic elements, to promote understanding; and stimulating discussion about the different languages and cultures represented by members of the class to encourage inclusivity and a sense of mutual connection.

4.3 Teachers' current needs in relation to plurilingual training

In this section, I discuss teachers' current needs for ongoing education and training regarding plurilingualism. RQ3 was focused on trained teachers' perceptions of the current training available and the resources they required to support them in implementing the approach. Table 7 summarizes the main themes that were uncovered during the interviews in relation to this topic.

Table 7: *Trained Teachers' Perceptions of Current Plurilingual Training and Resources*

Themes	Frequency of Occurrence in the Interview Data
The need for ongoing workshops and professional development regarding plurilingual pedagogies	12
The development of a community of practice to support the use of plurilingual approaches	9
The need for plurilingual pedagogical guidebooks	9

4.3.1 The need for Ongoing Workshops and Professional Development Regarding Plurilingual Pedagogies

A recurrent theme in the interviews was the need for more workshops and multimodal resources to support teachers in implementing plurilingual approaches. In general, the teachers suggested that currently available plurilingualism relevant workshops for teachers were inadequate compared to those offered for traditional monolingual or bilingual approaches to language teaching. All 12 participants said that plurilingual elements were still missing from many of the curricula in teacher education, teacher development, and SLE certificates, such as English as a Foreign Language (TEFL), Teaching English to Speakers of Other Languages (TESOL), and the Quebec Educational Plan (QEP). Apart from the lack of information on plurilingualism in certificate training, the participants also said that what they learned in their undergraduate or graduate programs was limited. Only three teachers reported having attended a course on *Plurilingualism and Translingual Pedagogies in Second Language Education*, which covers plurilingual pedagogies, while the others claimed that their lessons touched upon the concept at best, for instance in the *Second Language Learning/Teaching* course, Education en milieu minoritair, Éducation et pluriethnicité au Québec, and *Methods* courses. Sofia, a B.Ed. student in Montreal, commented that:

> *My only exposure to the term or like the deep dive into the term was my last class in the TESOL program, but we haven't really taken the time to look at it. (...) It was like a bullet point. It was very glossed over. It wasn't just plurilingual. (...) If we want to bring in plurilingual strategies, we need like, just have it be one part of TESOL. It needs to be part of the curriculum itself.*

This issue was not limited to undergraduate studies, but also existed at a graduate level. As plurilingualism and related topics were selective rather than compulsory courses in SLE programs, not every Master or Ph.D. student took them. As a result, even a student graduating

from an SLE course could lack in-depth knowledge of plurilingual pedagogies.

The limited quantity of training or courses is one of the reasons why teachers insisted on the need for more workshops for teachers. They also felt that the current ways of presenting plurilingual pedagogies were monotonous. Participants shared what plurilingual materials they received, but currently the most common resources were just books and lectures, while teachers felt they needed other auditory, visual, and multimedia assisted materials to better introduce plurilingual concepts. Esther pointed out that the Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA) workshops included few "*videos and slides*". From their point of view, this was discouraging. Jasmine argued that they needed:

> (…) *audio, video, webinars, and videos on how you can include this. You know, maybe it's TED talk or TED-Ed video on plurilingual approach in the classroom and just educational videos about how this can have a positive impact in the classroom.*

The difficulty of finding plurilingual resources was a common theme among the participants. Wumni, for instance, stated that "*There aren't so much outlets.*" Similarly, Esther said, "*There were little videos and slides that we had to go through. (…) So, I had to search here and there. At the end, actually, it was a bit difficult*." In addition, the participants wanted more plurilingual learning materials for their students, "… *having resources likes books that the children can read and see plurilingualism modeled in the book.*"

It is important to note that the many participants reported that it was the responsibility of researchers to disseminate their research results regarding plurilingual strategies in ways that are teacher-friendly and accessible to teachers who are busy with everyday teaching duties. The participants kept saying that information regarding plurilingual approaches across a range of different modalities would enable them to be informed in a timelier manner.

On top of all this, the participants did not feel that they were the only audience for plurilingual concepts. Instead, they argued that stakeholders across the educational community should be included, from their teaching colleagues to students and parents, and from teacher trainers and educators to curriculum designers and policy makers. The teachers wanted their co-workers to learn about plurilingual pedagogies because they needed to collaborate. They felt that a shared understanding of plurilingual approaches could improve the effectiveness of teaching and learning in classrooms. In Gabriel's opinion, their white colleagues needed to realize the value of students' linguistic and cultural resources and make more of an effort to apply rich plurilingual practices:

> *A lot of people are not educated. (…) I'm talking about white people (teacher colleagues), because white people often don't need to go educate themselves! They don't have to educate themselves about our realities. (…) He said something so ignorant, like, how everyone needs to speak English or French.*

It was also suggested that students need to raise their awareness of plurilingualism. Mori said that plurilingual practice would not be so difficult to implement if the students had already been exposed to plurilingual viewpoints. To compensate for students' lack of knowledge about plurilingualism, Mori introduced the theory to their students, "*I explained a little bit about plurilingualism to my students, so that they will feel better about themselves using other languages*."

Beyond the language classroom, it was felt that both parents at a family level and other stakeholders at a school level should be given more insight into plurilingualism and its potential benefits. This was important with regard to parents because they paid the tuition fees for their children. In the case of other school stakeholders, the participants said that the existing recourse

to bottom-up plurilingual practices was not enough. Instead, they felt that top-down educational policy was urgently needed. The people they suggested should be responsible for this included, but were not limited to, policy makers, curriculum designers, educators, and teacher trainers in LE.

In short, a number of critiques were levelled against the currently available training regarding plurilingualism and plurilingual pedagogies. It was found wanting in terms of: the quality and nature of the available materials; the extent to which it featured in mainstream courses; the sheer availability of relevant resources; an inattention to the accessibility of important research findings for teachers; and a lack of concern with exposing other relevant stakeholders to the concept of plurilingualism and its potential value.

4.3.2 Developing a Community of Practice to Support the Use of Plurilingual Approaches

The previous subsection was focused on a current lack of suitable training materials for teachers interested in making use of plurilingual pedagogies. Here, I discuss how spaces within which teachers might discuss their practices are also limited. The participants expressed a need for a solid platform within which they might express their concerns, pose questions, exchange reflections and share strategies for implementing plurilingual pedagogies. Many pre-service teachers said that, as undergraduate and graduate students, the only platform available for discussing how to implement plurilingual approaches was their plurilingualism-related courses while they were physically in the classroom. As one of them put it: "*when the class ends, then the discussion ends*". Teachers found it difficult to locate peers to comment on plurilingual practices after graduating from universities. Wunmi, for instance, said, "*I was kind of looking for a community that talk, like, things on plurilingualism and I went online searched, and searched, and searched*." As a result, in-service teachers felt they were engaged in solo work and

conducting plurilingual experiments without any scope for feedback from their peers: "*I don't have a lot of communication with other teachers, how they implement plurilingualism in their class, maybe a kind of a, you know, a conference or a platform where teachers can share their different experiences would benefit more*."

This points to a serious lack of any resources to support networking with plurilingual peers and the urgent need for a permanent platform to support plurilingual teachers' interactions.

4.3.3 The Need for Plurilingual Pedagogical Guidebooks

Apart from the above issues, the participants also said that they needed researchers to give them more accessible and intelligible guidebooks on plurilingual pedagogies. They described plurilingual concepts, at least at first sight, as "*somewhat intimidating*", "*pretty much theoretical*", and "*a bit difficult*". For instance, Esther searched the CEFR, which is the original source of a great deal of the terminology associated with plurilingualism, for plurilingual pedagogical methods. However, very few practices or specific examples were listed in the book that could be directly applied in a language classroom:

> *But it's vast. I mean, it's huge. So, the CEFR you need to, I mean, it's so thick that it's it requires a lot by the time you process the whole thing, then you apply it in your lesson in it. Of course, I mean, you cannot use your students as guinea pigs all the time, so it needs to do to make sense. So yeah, that's probably actually the biggest plurilingual approach that I had in a constructed and theoretical way.*

Apart from having the impression that plurilingual principles are very theoretical, the participants also wanted more comprehensible guides with details of instructional steps relating to plurilingual tasks. They, themselves, listed some elements that had made their learning of plurilingual strategies more straightforward and less time-consuming. For instance, Jasmine

suggested using, "(…) *infographics, things that are really easy. (…) those are the types of things that we need to see*" because "*classroom teachers are busy*". Additionally, the teachers gave examples of what could be seen to be a good guidebook on plurilingual pedagogies, for instance, the *Plurilingual Guide: Implementing Critical Plurilingual Pedagogy in Language Education* (Galante et al., 2022).

As I mentioned when discussing ethical issues in Chapter 3, I treated this study as a meaningful and valuable opportunity to address these kinds of questions from trained teachers by providing them with new resources, such as the *Plurilingual Guide*, and information about the Plurilingual Lab, which regularly holds free lectures and uploads accessible and free resources for its audiences. All of the participants told me that they found these resources very accessible and that they would be able to adopt the ready-to-use plurilingual tasks and create their own:

> *The things that verbalize in a way what I enjoy about plurilingual approach, or what I've done already, you know, like putting some words exactly the same way as the book that you gave me (*Plurilingual Guide*). I've read, actually the biographies and stuff, it's exactly that it's like the verbalization of what we do on a daily basis, and with examples, and this is also probably what was missing.*

Jasmine affirmed the support that the lab offered, "*For me, too, something that I'm always an advocate for is professional learning communities and, you know, having a forum like I see you have a Plurilingual Lab.*"

To sum up, there is a clear need for more accessible instructional material that teachers can use to support their implementation of plurilingual approaches. At least a part of the issue is that the resources do exist, even if they are few in number, but they are not necessarily visible to the wider plurilingual teaching community and they currently depend on encountering other people

who can point them in the right direction.

Chapter 5: Discussion

This study has examined trained teachers' perceptions of plurilingual pedagogies in language classrooms. RQ1 sought to explore the affordances and challenges associated with implementing plurilingual pedagogies. RQ2 examined the extent to which teachers' PPC scores relate to their implementation of plurilingual approaches. RQ3 looked at teachers' practical needs with regard to training and resources. In this chapter, I discuss the results and how they relate to the previous literature.

5.1 The Challenges of Implementing Plurilingual Pedagogies and Their Scope to Empower both Students and Teachers

The results for RQ1 were novel as they revealed challenges to the implementation of plurilingual approaches that have not been previously documented. There were three new challenges that the study particularly brought to light: teachers' insecurities about accepting a plurilingual mindset as a challenge rather than an affordance of plurilingual instruction; the presence of misconceptions, or partial misconceptions, regarding plurilingual pedagogies; and the need for students' agency. During the interviews, the teachers stated that challenging or even confronting assumptions of monolingualism and monoculturalism is very hard. They saw this as a challenge to plurilingual pedagogies, while, in the previous literature, reflection upon and the reconstruction of SLE theories has been seen as an affordance of plurilingual instruction (Duarte & van der Ploeg, 2019; Galante et al., 2020). It can also be concluded that teachers' understandings and attitudes towards plurilingualism and plurilingual pedagogies were not static or monolithic. Instead, I would like to borrow the concept of *culture shock* from sociology to describe teachers' evolving perceptions and developing attitudes regarding plurilingual theory. Culture shock typically sees societal members as passing through various phases, including a

honeymoon, crises, adjustment, and adaptation (Winkelman, 1994). Here, I reframe these as: 1) shock and insecurity; 2) positive acceptance; and 3) use but critique.

The misconceptions I uncovered were common across participants who had both received training and were applying plurilingual practices in language classrooms. For instance, many participants saw balanced and complete language proficiency to be a baseline for their use of such approaches. Others saw plurilingual pedagogies as a tool during the learning process but believed that plurilingual practices were inappropriate for advanced level students. Their description of the additional language as a "target language" showed the long-established monolingual approaches to pedagogy were still common among language teachers and often taken as the right way to proceed (Conteh & Meier, 2014). Maatouk and Payant (2023) have previously noted that cultural or linguistic misconceptions were considered pertinent on teachers' perceptions towards plurilingual tasks. In my own study, however, I found that it is not necessary their misconceptions regarding culture and language learning that made plurilingual approaches difficult to apply within classrooms. Here, it was teachers' misunderstanding of plurilingual theory and its core tenets, such as with regard to the relative need for balanced and complete language proficiency rather than the acceptability of varying degrees of competence that shaping their adoption of plurilingual pedagogies and their use as a survival tool. Additionally, teachers were concerned that, if they raised young learners' awareness of agentive power, students would over-rely on their L1 and other languages that they were familiar felt comfortable using, instead of taking the risks to push themselves to practice the language that they were learning. Other challenges were found to be more closely aligned with the earlier literature, such as those challenges relating to the educational system and monolingual staff and students (Moloney & Giles, 2015). Further points that echoed earlier work include the emphasis on "target language"

only pedagogies, policies, and practices (Burton & Rajendram, 2019), and the difficulties arising from a mutual incomprehension of one another's first language(s) (Galante et al., 2020). Thus, in this study, it was found that teachers were not always ready to implement plurilingual pedagogical approaches because of challenges arising at different levels of granularity. At a micro level, teachers had received knowledge regarding LE and teacher education with a monolingual lens, for example, Mori's "unsafe" moment, and the "forced" status of Harry when using plurilingual strategies. At a meso level, i.e., in the educational institutions they were working at, accepted policies together with the views of the colleagues and students they were working with were found upon assumptions much regarding monolingualism. Examples here include Gabriel's lunchroom policy discussions and the disapproval Jasmine was meeting from her colleagues. At a macro level, the plural turn has not yet achieved consensus in the Canadian society, hence the problems raised by Sofia in northern Quebec. In addition, some teachers admitted that they felt discouraged if they were nor familiar with the languages or cultures amongst their students. Here, it is found occasionally the teachers could not jump out the box of teacher-centered approaches and were therefore inclined to dismiss the possibility of students making use of their agentive power and facilitate their own learning.

Although trained teachers reported quite a few challenges when implementing plurilingual pedagogies, they still valued the plurilingual approach overall, not least because they felt they empowered both teachers and students. The new challenges presented in this study do not necessarily negate plurilingual pedagogies but should be taken as a sign that these trained teachers are still processing and reflecting upon the potential of plurilingual approaches in their classroom settings, hence their willingness to use them, even if somewhat critically. Previous studies have focused on the benefits for students (dela Cruz, 2022a; Marshall, 2020). For

instance, students have already been found to feel more represented and to be more willing to actively participate in classroom activities. The innovative aspect of the research reported here is that the potential affordances of plurilingual pedagogies also apply to teachers. Importantly, non-native, racialized, and plurilingual teachers tend to find that adopting a plurilingual mindset empowered their belief in themselves as competent teachers. They even found that, by using plurilingual pedagogies, they were able to teach students an L2 in a more comprehensible and efficient way than monolingual teachers.

5.2 Higher PPC Levels Reflect a Willingness to Implement Plurilingual Approaches.

The participants in this study were found to have a higher PPC score than the ones in previous studies (dela Cruz, 2022b; Galante, 2022b). This has to be weighed against the fact that the participants in previous studies were students. The two previous studies cited here looked at college students in Greater Montreal and Greater Toronto and included no teachers who had received training regarding plurilingual pedagogies or who were teaching in different contexts with a few outside of Canada (see Table 8).

Table 8: *Comparison between Participants' PPC Scores in Different Studies*

	This study	Galante (2022b)	dela Cruz (2022b)
Mean (SD)	3.55 (*SD* = .35)	3.38 (*SD* = .37)	3.35 (*SD* = .35)
Median	3.73	3.40	3.43
Minimum	2.91	1.55	2.77
Maximum	3.95	4.00	3.91
Range	1.04	2.45	1.14

As shown in Table 8, the teachers in this study had a higher mean PPC score of 3.55 than was the case in the two previous research, where the mean were 3.38 and 3.35 respectively (Galante, 2022b; dela Cruz, 2022b). The median PPC score of 3.73 and the range from 2.91 to 3.73 in this research can also reveal that participants, in general, had higher plurilingual and pluricultural

awareness as well as competence. One of the reasons for this might be that the participants in my study already knew something about plurilingual concepts, so they were more aware of their own rich linguistic repertoires. Another reason could be that the participants in this study were teachers. Teachers have the opportunity to develop their PPC levels through professional development, classroom practice, and other career related activities. Another point to attend to is that, in a later study by Galante & dela Cruz (2021), three factors tested as statistically significant in relation to the PPC score: the number of languages ($p < .001$); place of birth ($p < .001$); and age ($p = .031$). More specifically, the more languages a speaker used, the higher PPC scores were, often relating to their lived experience of immigration, mobility, school, employment, and friends and family. Individuals being born in Canada can be considered an influential predicator of higher PPC scores compared to individuals born outside Canada because of Canada's official bilingual policies and common sense of bilingualism. Where older speakers had higher PPC scores this probably relates to them having had more opportunities to learn more languages (Galante & dela Cruz, 2021). The study reported here found similar results, but only in terms of the number of languages, i.e., having a higher number of languages correlated with higher PPC scores ($p = .037$). Their knowledge of a wider range of languages and cultures provided them with opportunities to explore connections across linguistic and cultural borders. No data was collected here, however, regarding the participants' place of birth. In addition, the Spearman correlation analysis in this study indicated that age was not significantly associated with the PPC score, which is different from the results by Galante and dela Cruz's study (2021).

When it comes to specific plurilingual strategies, teachers were found to be applying creative approaches in their practices including the exploring of different cultures, making linguistic comparisons, translanguaging, simulating discussions regarding a language or culture.

The findings here are not new and align with the existing literature where cross-linguistic comparison, cross-cultural comparison, and translanguaging strategies were all frequently found to be used. (Lau & Van Viegen, 2020; Li, 2018; Marshall, 2020; Piccardo, 2022; Galante et al., 2022; dela Cruz, 2022a). Earlier studies, however, put more emphasis on linguistic perspectives, for instance, translation and codemeshing (Canagarajah, 2011), while we saw earlier in Section 4.2.3.1 that the participants in this study jumped out of the lexicon box and were inclined to incorporate more cultures within and beyond their classrooms for cross-cultural comparisons. In the interviews, this was the most frequently reported strategy where it was reported on ten separate occasions, while there were eight examples of making cross-linguistic comparisons. Thus, I found that teachers like Elizabeth were trying to adequately represent different cultures, including Indigenous and minority perspectives, even though they did not belong to these cultural groups themselves and had not specifically set out to learn these languages. This likely involved interculturality as a part of their teaching practice.

In terms of the relation between PPC scores and teachers' plurilingual practices, dela Cruz (2022b) previously concluded that these may not be directly related to one another. The results here are consistent with this finding in the sense that all of the participants, regardless of their PPC levels, engaged in plurilingual practices. However, trained teachers with higher PPC scores proved to be more eager and better prepared to implement plurilingual pedagogies. In other words, the ones who were most willing to apply plurilingual practices had the highest PPC scores, such as Jason, and Larry and Gabriel, who all had a PPC score of 3.91. Meanwhile, the teachers who most often expressed concerns and hesitation were found to have comparatively lower PPC scores, such as, Sullen, who was "*not confident*" with a score of 2.91, and Harry, who found the plurilingual approach "*questionable*" and "*very stressful*" and who had a score of 3.05.

It is possible that, while higher PPC levels may appear to correlate with trained teachers' implementation of plurilingual pedagogies overall, there are nuances of willingness within this, where the scale of high to low seems to reflect their attitudes towards plurilingual implementation, which range from eager, to being willing to experiment, to being reluctant but tolerant of the approach.

5.3 Classroom Teachers as Users of Plurilingual Pedagogies

When it came to their perceptions of the training and resources currently available relating to plurilingual pedagogies, the teachers unanimously found that there was a need for more training. In relation this, Paulsrude et al. (2023) categorized the stakeholders in plurilingualism in three ways: teacher educators; in-service teachers; and pre-service teachers. In that case, teacher educators did not think it was their responsibility to prepare pre-service teachers for the multilingual turn at a school level. Flockton and Cunningham (2021), however, found that teacher educators thought they had already prepared teachers adequately. My research focused more on pre- and in-service teachers, although two participants in the study also served as teacher trainers. Most of my participants considered themselves to be knowledge consumers rather than knowledge co-creators when it came to plurilingual pedagogies. Many of them insisted it was the responsibility of researchers to disseminate intelligible plurilingual pedagogies together with a range of multimodal content. The teachers pointed out the challenges for them to be a co-creator of the plurilingual pedagogies included, but were not limited to, the complexity of plurilingual theory, the impact of deeply rooted SLA beliefs, and very importantly, the limited time they had available as well as a lack of energy after completing their daily teaching and management routines. This finding was partly surfaced in Section 4.1.2. Few teachers, Gabriel and Mori, for instance, explicitly explained how they decolonized their predominantly

monolingually and monoculturally influenced world views and reworked their original one-fits-all teaching materials. Gabriel, as a Black teacher, also emphasized that non-white teachers, themself included, were more willing to use their agentive power to challenge the monolingual and monocultural points of view. This puts an onus upon their white colleagues to learn more about decolonization to bring into question the longstanding and comparatively non-pluralistic approaches by means of training or by self-learning. Other resources that were also found to be missing included a sufficient number of relevant workshops, a permanent platform for plurilingual classroom teachers, and accessible pedagogical guidebooks.

Chapter 6: Conclusion

In this final chapter, I discuss the limitations and contributions of this research. I also look at its implications for future studies. In relation to my original RQ1, although trained teachers indicated various challenges relating to the implementation of plurilingual pedagogies, they still held a broadly positive attitude towards the use of plurilingual practices in their future classrooms. In the case of RQ2, it can be concluded that higher PPC levels associate with a greater degree of confidence and openness, which enables teachers with higher levels to use plurilingual approaches more freely and creatively. However, a positive correlation between PPC scores and a willingness to implement plurilingual approaches cannot be concluded on the basis of this study and more research, particularly of a quantitative nature, is needed. Lastly, with regard to RQ3, teachers need more ongoing support in the form of workshops, platforms for exchange, and multimodal resources. Moreover, the ongoing training may give them the confidence to exercise their agency to co-construct knowledge as plurilingual teachers rather than solely expect that researchers and trainers are the knowledge holders.

6.1 Limitations

Although my mixed methods research was carefully designed, some limitations were found. First, my understanding and description of training sometimes differed from how teachers themselves conceived their training. For instance, in the participant recruitment flyer, to make the requirements easy to understand, I presented teachers who had received any form of relevant training to be "familiar with the concepts or the practice of plurilingualism". This avoided the use of ambiguous terms or jargon that not every researcher or educator might agree upon, such as "teacher training", "teacher development", and "teacher education". However, some teachers, when answering the interview questions regarding the training they had received, asked, or

sought to confirm whether what they had learned about plurilingualism could be counted as training. This is why I provided a definition of training in the methods chapter to clarify this concept. This resulted in some dissonances when interviewing the teachers and interpreting what they meant by their training.

A second limitation was the limited number of instruments I used and the manner in which they were collected. As my data collection was conducted during the Covid-19 pandemic, it was not practical to do field observations in classrooms or undertake diary studies, as I had originally envisioned, because these methods would require in-person contact and risked violating school regulations. Yet, even gathering data for the study online, I was able to maintain consistency in the manner I collected data across the three instruments used.

In addition, although the quantitative analysis presented here provided a general trend across participants, the numbers may not reflect a more nuanced understanding of their unique lived prior experiences and how these experiences positively and/or negatively impacted their understanding of plurilingual approaches and self-efficacy in implementing them. It is also possible that the statistically significant difference *p* value does not indicate practical significance or, to put it another way, that practical significance is not explained by the significant difference. These limitations suggest a need for both the inclusion of a higher number of participants so that more robust quantitative analysis can be carried out and more qualitative data and triangulation to supplement nuances that the quantitative data is unable to deliver in full.

6.2 Contributions

This research has shown that trained teachers have already witnessed a plurilingual turn in their classrooms. As Mori put it, "*Plurilingual practices are there but they're not valued*." The issue for trained teachers is not whether they are competent in teaching a language, but whether

the plurilingual approaches that they are using in practice can be properly acknowledged. All of the teachers interviewed were found to be creatively developing plurilingual activities in their lessons for the good of their students. They were also tailoring their teaching plans and flexibly adjusting their approaches so as to support students with different linguistic and cultural backgrounds. They criticized one-size-fits-all textbooks and tried to create more plurilingual and pluricultural materials of their own. However, it is important to acknowledge the presence of contesting sociolinguistic discourses, with some continuing to advocate more monolingual points of view. This indicates an ongoing need for a more developed sociolinguistic and sociopolitical discourse about plurilingualism and how it can have a positive impact upon teachers' abilities and self-efficacy.

This study is important because it demonstrates that plurilingual pedagogies not only empower students, as previously shown in the literature, but also teachers. Within the study, I have sought to investigate exactly what types of teachers can be supported in this way. This includes non-native, racialized, and plurilingual teachers. It is uplifting that teachers, especially those from visible minorities, are able to feel that they are just as qualified and competent as language teachers, perhaps even better qualified in some respects, than their white colleagues. This empowerment, however, is not limited to non-white teachers; it is also very meaningful for white teachers. Some bilingual or plurilingual teachers find that they gain confidence when armed with a plurilingual mindset. Esther, for instance, was able to assert that they were a good English teacher who just happened to have a French name. Moreover, teachers with accents or a non-native teacher are able to deem themselves excellent teachers because they know more about linguistic similarities and differences and are thus able to predict the kinds of mistakes students will make, which equips them to help learners more effectively.

6.3 Future Directions

As mentioned above, more research is needed to confirm the extent to which teachers' PPC contribute (or not) to their willingness and efficacy of implementation of plurilingual pedagogies. It is also pertinent to investigate whether the length or depth of training in plurilingual pedagogies or the modality of the resources they have been using may contribute to effective implementation. These matters were not explored in this study because of the limited number of participants, so they require further investigation, preferably by assembling a more comprehensive body of relevant quantitative data. In addition, future research needs to focus attention on the different phases that L2 teachers are likely to go through after being trained in plurilingual pedagogies, for instance, by drawing on the concept of *culture shock* from sociology, which contains four phases: honeymoon, crises, adjustment, and adaptation (Winkelman, 1994), as outlined in the discussion above. As teachers develop their understanding of plurilingual pedagogies through teacher training, teacher development, and self-learning, including receiving guidance from researcher-mentors, further research is also required regarding things like how teacher-researcher collaboration might impact their interpretation and perceptions of plurilingual approaches (Tian & Lau, 2023). Last but not least, because I focused on participants in Canada who were teaching different languages, future studies might fruitfully focus on other specific contexts and examine how trained teachers, constrained by other different local policies and/or stakeholders, perceive the use of plurilingual pedagogies in their classrooms.

Moving forward, it is hoped that results of my study can advance the field of LE, particularly teachers' conceptualizations of plurilingualism and its pedagogies so they can feel better supported in the exercise of their agency and feel empowered as plurilingual teachers.

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Appendix A

REB Approval

McGill

Research Ethics Board Office
James Administration Bldg.
845 Sherbrooke Street West. Rm 325
Montreal, QC H3A 0G4

Tel: (514) 398-6831

Website: www.mcgill.ca/research/research/compliance/human/

Research Ethics Board 2
Certificate of Ethical Acceptability of Research Involving Humans

REB File #: 21-10-036

Project Title: Teachers' perceptions of a plurilingual approach to language teaching

Principal Investigator: Li Peng

Department: Integrated Studies in Education

Status: Master's Student

Supervisor: Professor Angelica Galante

Approval Period: February 24, 2022 – February 23, 2023

The REB 2 reviewed and approved this project by delegated review in accordance with the requirements of the McGill University Policy on the Ethical Conduct of Research Involving Human Participants and the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans.

Georgia Kalavritinos
Ethics Review Administrator

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* Approval is granted only for the research and purposes described.
* Modifications to the approved research must be reviewed and approved by the REB before they can be implemented.
* A Request for Renewal form must be submitted before the above expiry date. Research cannot be conducted without a current ethics approval. Submit 2-3 weeks ahead of the expiry date.
* When a project has been completed or terminated, a Study Closure form must be submitted.
* Unanticipated issues that may increase the risk level to participants or that may have other ethical implications must be promptly reported to the REB. Serious adverse events experienced by a participant in conjunction with the research must be reported to the REB without delay.
* The REB must be promptly notified of any new information that may affect the welfare or consent of participants.
* The REB must be notified of any suspension or cancellation imposed by a funding agency or regulatory body that is related to this study.
* The REB must be notified of any findings that may have ethical implications or may affect the decision of the REB.

Appendix B

Recruitment Flyer: Seeking Research Participants for a Study on a Plurilingual Approach in Teaching

Appendix C

Recruitment Letter: Recherche des participants à la recherche – Li Peng, à McGill

Bonjour Prof. XXX,

Je m'appelle Li Peng, je suis étudiante en master à l'Université McGill. Dans le cadre de ma recherche de maîtrise, j'étudie les perceptions qu'ont les professeurs de langues des approches plurilingues. Je suis à la recherche des professeurs de langues (Enseignants potentiels ou actuels de n'importe quelle langue) qui connaissent les approches plurilingues de l'enseignement des langues. J'aimerais écouter vos étudiants !

Cela prendrait environ 15 minutes aux participants pour remplir un questionnaire démographique et une échelle. S'ils sont d'accord pour participer à une entrevue de suivi, veuillez l'indiquer dans de formulaire de consentement afin que nous puissions vous contacter ultérieurement. Je serais très reconnaissant de leur participation à cette recherche.

Consultez l'affiche ci-dessous en anglais pour plus d'informations. Pour participer, cliquez ici : https://lipeng.limesurvey.net/327758?lang=en.

Merci beaucoup et bonne journée.

Li Peng

Appendix D

Demographic Questionnaire

Please complete the sections below and answer the questions:

1) Your name:
2) Please choose a pseudonym:
3) Your email:
4) Your gender:
5) Your age:
6) What do you consider to be your first language?
7) What do you consider to be your additional language(s)?
8) Which city do you currently live in?
9) Your highest education level:
    a) undergraduate student
    b) graduate student
    c) graduate level completed
    d) others (please indicate: _____)
10) Your status:
    a) pre-service teacher
    b) in-service teacher
11) Which language(s) do you currently or will you teach?
12) Which school or institution do/will you work with?
    a) public school
    b) private school/non-governmental school

c) educational institution

e) others (please indicate: _____)

13) Which level are/will be your students in?

a) preschool-age students;

b) elementary school students;

c) middle school students;

d) undergraduate students;

e) graduate students;

f) workers;

g) others (please indicate: _____)

14) If you are an in-service teacher, what is your position in your school or institution?

a) a part-time teacher;

b) a full-time teacher;

c) academic staff;

d) training staff;

e) others (please indicate: _____)

15) Have you received any knowledge or training on plurilingualism? Please indicate your past training in plurilingual approaches (list programs, courses, workshops, etc.):

_____

a) training of plurilingual approaches: _____

_____

b) knowledge of plurilingual theories: _____

_____

Appendix E

Plurilingual and Pluricultural Scale (PPC) Scale (Galante, 2022b)

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

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

1. When talking to someone who knows the same languages as I do, I feel comfortable switching between one language to another language.	1 2 3 4
2. I do not accept different cultural values when talking to people from other cultural backgrounds.	1 2 3 4
3. When speaking in one language, I may use words of another language in the same sentence to make it easier to communicate.	1 2 3 4
4. I never make adjustments in my communication style if the person I am talking to comes from a different cultural background.	1 2 3 4
5. I can use the knowledge I have in one language to understand the same topic in another language.	1 2 3 4
6. When communicating with people from different cultural backgrounds, I make adjustments in my communication style (if necessary) when talking to them.	1 2 3 4
7. I speak at least two languages, but I can also understand some words and expressions in other languages.	1 2 3 4
8. I can identify common behaviours from my cultural background and	1 2 3 4

explain them to someone from another cultural background.

9. When talking to someone who knows the same languages as I do, we should communicate in one language only.	1 2 3 4
10. People from other cultural backgrounds should behave like me so we can understand each other.	1 2 3 4
11. When talking to someone who knows the same languages as I do, I do not feel comfortable mixing two (or more) languages in conversation.	1 2 3 4
12. I understand there are differences between cultures and that what can be considered 'strange' to one person may be considered 'normal' to another.	1 2 3 4
13. I do not feel comfortable discussing differences in cultural values when talking to people from different cultural backgrounds.	1 2 3 4
14. When speaking in one language, I may use a word or expression in another language to better explain a concept or idea.	1 2 3 4
15. Because I am aware of different cultures, it's easy for me to accept different values and behaviours from people who come from other cultural backgrounds.	1 2 3 4
16. When learning about a new topic, I never use more than one language.	1 2 3 4
17. I must have similar values and beliefs as a person from another cultural background so we can understand each other.	1 2 3 4
18. Because I speak two languages (or more), I can learn a new language more easily.	1 2 3 4

19. When communicating with people from other cultural backgrounds, I do not try to explain if they misunderstand what I mean.	1 2 3 4
20. I can recognise some languages if they are similar to the languages that know.	1 2 3 4
21. If I am talking to someone who can speak the same languages as I do, we should both speak in one language only and not mix languages.	1 2 3 4
22. I know there are differences in behaviours between cultures so I don't mind adjusting my behaviours to avoid misinterpretations.	1 2 3 4

Appendix F

Guiding Questions for the Semi-structured Interview

Topics	Questions
Introduction	Hello, my name is Li Peng, I am a master's student from McGill University. I will be asking you a few questions about your perceptions of implementing a plurilingual approach. 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 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 any time. Can I start the audio-recording now?
Teacher's demographic information	1) Can you please introduce yourself? You can talk about if you are a pre-service or in-service teacher, where you teach and in what program. 2) Before participating in this research, had you ever received any training on plurilingual approaches to teaching languages or any theoretical instructions?

	(Further explanation: training includes lessons on plurilingual concepts and pedagogical approaches)
Teachers' perceptions of plurilingual competence	3) You were measured high in the PPC scale (providing the PPC score), which means you have a high plurilingual land pluricultural competence. Do you think this result is in accord with what you perceive yourself or not? Can you explain why?
Teachers' perceptions of the implementation of plurilingualism	4) What are your perceptions towards a plurilingual approach to language teaching? 5) Would you describe yourself as a teacher who is comfortable with or not very comfortable with a plurilingual approach? Why? 6) Can you describe your current or future students? To what extent do you think a plurilingual approach can be helpful for them? 7) How do you implement a plurilingual approach in your language teaching? 8) You scored high in the PPC scale, which means you perceive yourself as having a high/low plurilingual and pluricultural competence as a teacher in your language teaching. Do you think your high/low score support/hinder you when implementing a plurilingual approach?

	9) What affordances and challenges have you encountered implementing a plurilingual approach in your language teaching?
Teachers' perceptions of educational context	10) To what extent do you think the context where you teach/will teach (school, city) facilitates or hinders the implementation of plurilingual approaches?
	11) What do you think are still missing in the existing plurilingual training sections, LE programs, courses, workshops, and etc.? What are your main needs?
Final thoughts	12) After joining taking part in this research, have your attitudes toward plurilingualism changed? Do you think you are more willing or resistant to applying the plurilingual approaches in your future teaching?
	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?
	Thank you very much for your participation. I really appreciate it.

Appendix G

Informed Consent Form

Dear Teacher,

My name is Li Peng and I am a master's student in Second Language Education at the Department of Integrated Studies at McGill University. I am writing to ask if you would be interested in participating in a research project related to pre- and in-service teachers' perceptions towards a plurilingual approach to language teaching. 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: Teachers' Perceptions of a Plurilingual Approach to Language Teaching

Principal Investigator: Li Peng

Supervisor: Dr. Angelica Galante, Department of Integrated Studies in Education (DISE), McGill

Affiliation: DISE, McGill University

Funding: N/A

Purpose of the Study: My study aims to investigate pre- and in-service teachers' perceptions towards a plurilingual approach, including affordances and challenges. It will also investigate the relation between teachers' PPC and whether high or low levels of PPC predict resistance or willingness to implement this pedagogy.

Participants: I will be recruiting approximately thirty pre- and in-service teachers in Canada

(mainly in Montreal) who are familiar with the concept or the practice of plurilingual approaches. Participation in the study will be strictly voluntary and can choose whether they wish to participate.

Potential Benefits:

You may receive the following benefits:

- Professional development that allows you to adapt the most recent language learning theories on a plurilingual approach.
- Learn how to implement a plurilingual approach to enhance your students' language competence in the language you teach.
- Learn how to make use of your plurilingual and pluricultural resources, as well as your students', in language teaching

Your rights: Participation is voluntary. It is important that you feel comfortable discussing plurilingual pedagogies and being measured by the Plurilingual and Pluricultural Competence (PPC) scale. You will not be penalized in any way whether you participate or not in this research.

What you will be asked to do:

- Complete the demographic questionnaire and the PPC scale with 22 items where you will agree or disagree with the items. The scale will be administered online on the McGill Lime Survey platform.
- Participate in a one-hour interview with the researcher to discuss your perceptions towards a plurilingual approach and further explain the details undiscovered in the demographic questionnaire and the PPC scale. These interviews will be audio recorded.

Participants' Rights

- To Confidentiality: All participants' identities will be kept strictly confidential through the use of pseudonyms in both the analysis of the data and the oral and written reporting of the findings. Only I will have access to the identifiable data collected on Lime Survey and interviews. This means that no one from your institution (e.g.: DISE) will know if you are participating in the research or not. Identifiable information collected will be deleted from the platform (LimeSurvey and kept in a secure file on my McGill's One Drive folder. Audio-recordings will be done on Microsoft Teams but I will use my own password-protected mobile devices to record the interview. I will immediately export the audio file and store it in my McGill's One Drive and delete it from our mobile phones. All recordings will be destroyed once transcribed. Names will be removed from all data and a code linking your name to your data will be kept in a separate file. Although all reasonable precautions are taken, there is always the possibility of third-party interception when using communications through the internet. I may use the transcription feature available in McGill's Office 365 One drive, which is a secure platform that complies with McGill's cloud security guidelines. All identifiable information will be destroyed within four weeks from the time of data collection. To ensure confidentiality and anonymity, any shared data would be stripped of any information that could potentially identify a participant. Audio-recordings will never be shared. I intend to publish the results of the research but I will not identify your name in the published results.
- 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 (Li Peng) and the supervisor Dr.

Angelica Galante at li.peng2@mail.mcgill.ca or angelica.galante@mcgill.ca. If you have any ethical concerns or questions about your participation in this study, and want to speak with someone other than me, please contact Lynda McNeil, the Associate Director, Research Ethics at lynda.mcneil@mcgill.ca.

- To Withdraw at Any Time: You may withdraw from the study at any time by contacting me. Because I will destroy the key linking your name to the data, you may require to withdraw your data by December 31, 2021. If you wish to withdraw at a later time, note that all study data will be combined in aggregate form by December 31, 2021 after which point, I will not be able to retrieve your data in its entirety. There are no negative consequences for not participating, stopping in the middle, or asking me not to use your information. However, once data has been aggregated or published, it can't be destroyed. It can be removed from use in further analyses and/or publications. All data will be kept for 5 years.

Risks: There are no anticipated risks in your decision to participate in this study. Whether you participate or not will have no effect on your participation in this course.

Please read and sign the attached consent form if you are willing to participate in this study. Upon completion of my study, I will provide all participants with a report of my main research findings on teachers' perceptions towards a plurilingual approach to language teaching.

Sincerely,

Li Peng

McGill University

PLEASE KEEP A COPY OF THIS LETTER FOR YOUR RECORDS

****

Please sign below if you have read the above information and consent to participate in this study. Agreeing to participate in this study does not waive any of your rights or release the researchers from their responsibilities.

By checking the box below, I agree to participate in the study.

☐ I agree

Name:

Email:

Signature:

Date:

If you have any questions about the research, please contact Li Peng and Dr. Angelica Galante at li.peng2@mail.mcgill.ca or angelica.galante@mcgill.ca. If you have any ethical concerns or questions about your participation in this study, and want to speak with someone other than me, please contact Lynda McNeil, the Associate Director, Research Ethics at lynda.mcneil@mcgill.ca.

Appendix H

Certificate of Completion

Certificate of Completion in the Plurilingual Pedagogy Project: Teachers' Perceptions of a Plurilingual Approach to Language Teaching

This document certifies that

(Name of the teacher)

has successfully completed the volunteer participation as part of a plurilingual research project held at McGill University

Date of Issue: Month, Day, 2022