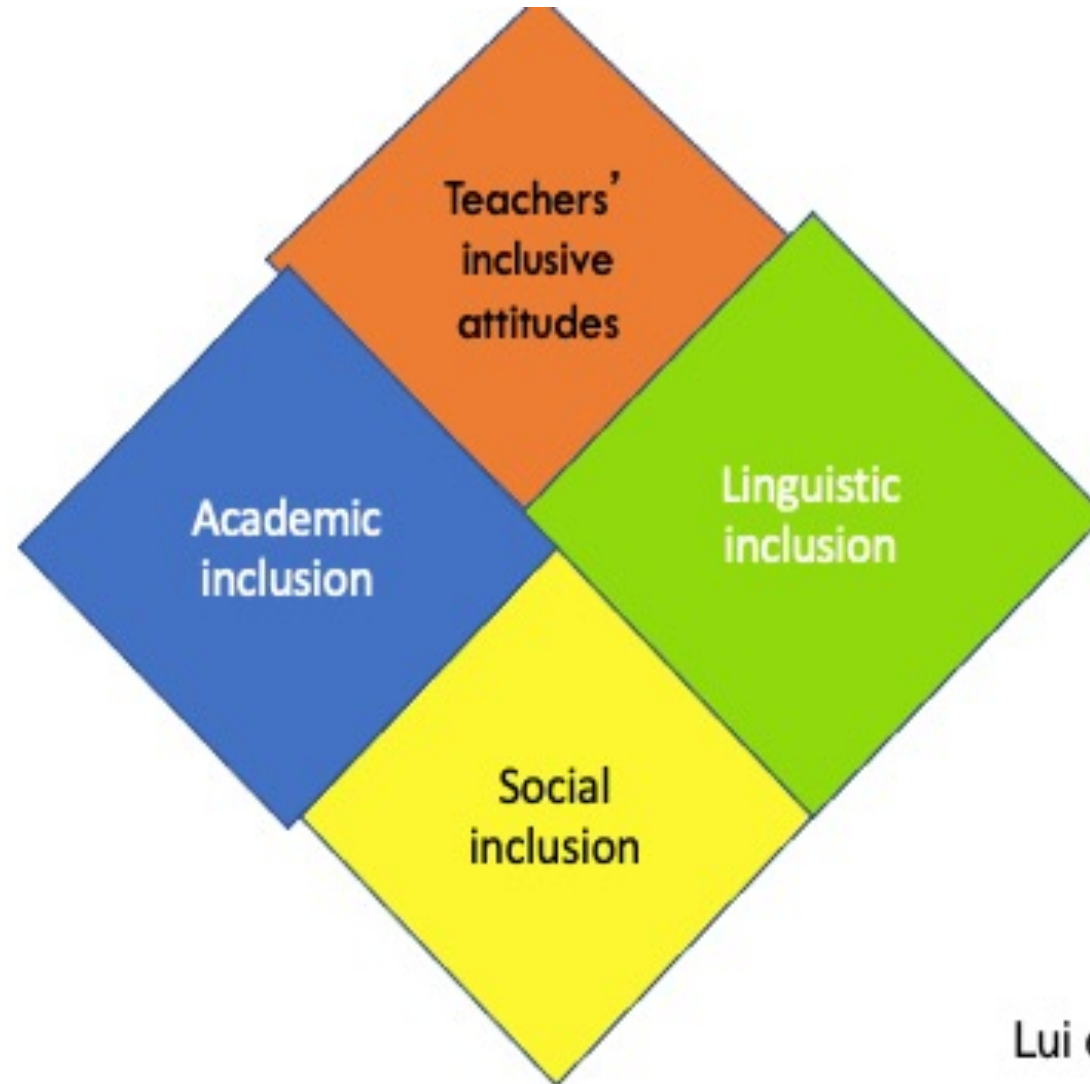


# Language awareness, participative reflective practice and developing a multilingual identity


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# Supporting inclusion



Lui et al. (2017)




Monolingual habitus/mindsets and  
their influence on language study at  
school and beyond.



Who is  
multilingual?

Number of languages? Proficiency?  
'Elite' and 'circumstantial' multilingualism?





Might thinking together about multilingualism, and in particular multilingual identity, might offer solutions to some challenges

# Multilingualism: Empowering Individuals Transforming Societies

MULTILINGUALISM:

Empowering  
Individuals

Transforming  
Societies

- 4 UK HEIs
  - Cambridge, Queen's Belfast, Edinburgh, Nottingham
- 34 researchers
- International HE partners
  - University of Bergen
  - Peking University
  - The Chinese University of Hong Kong
  - University of Girona

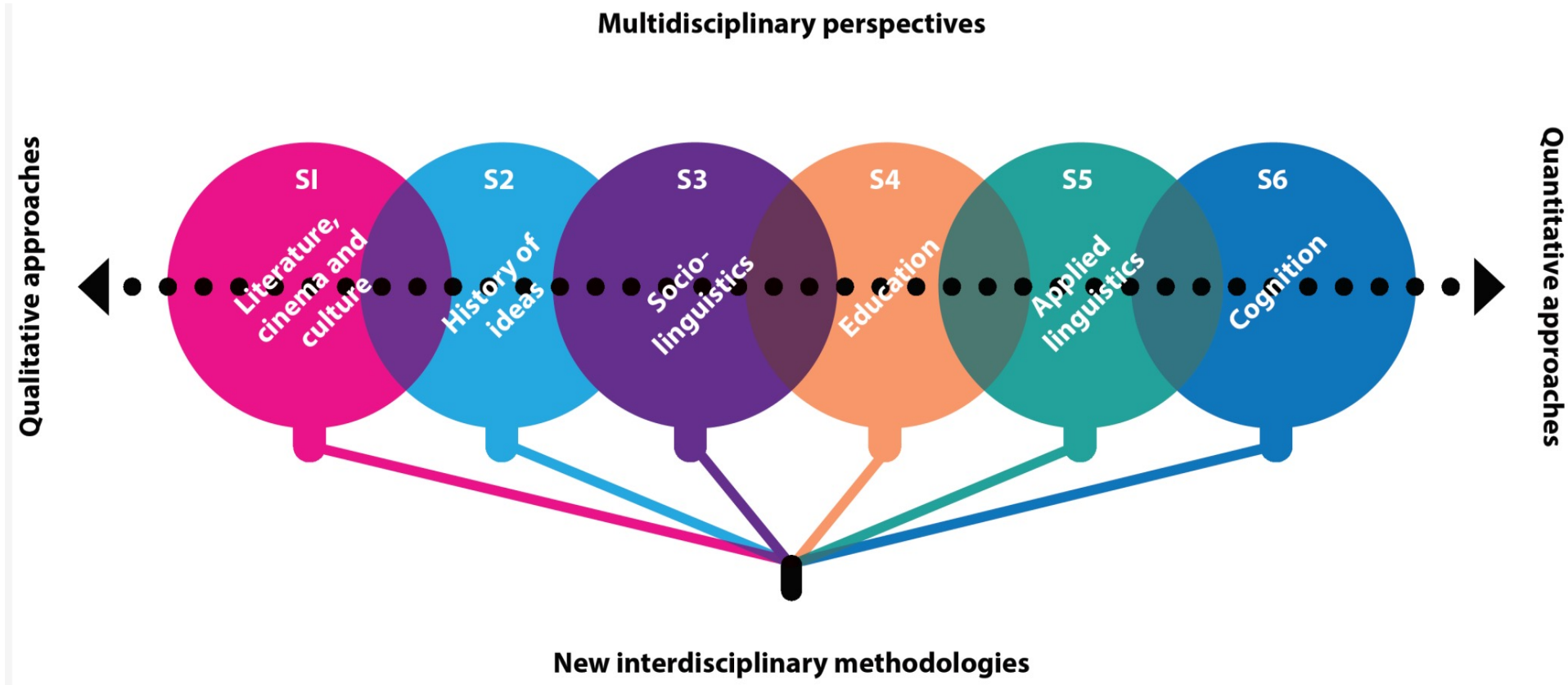


MULTILINGUALISM:

Empowering  
Individuals

Transforming  
Societies

# Disciplines



1: Conceptualising identity/ Multilingual identity

2: Modelling learners' multilingual identity

3: Exploring relationships between adolescents' multilingual identification and academic attainment

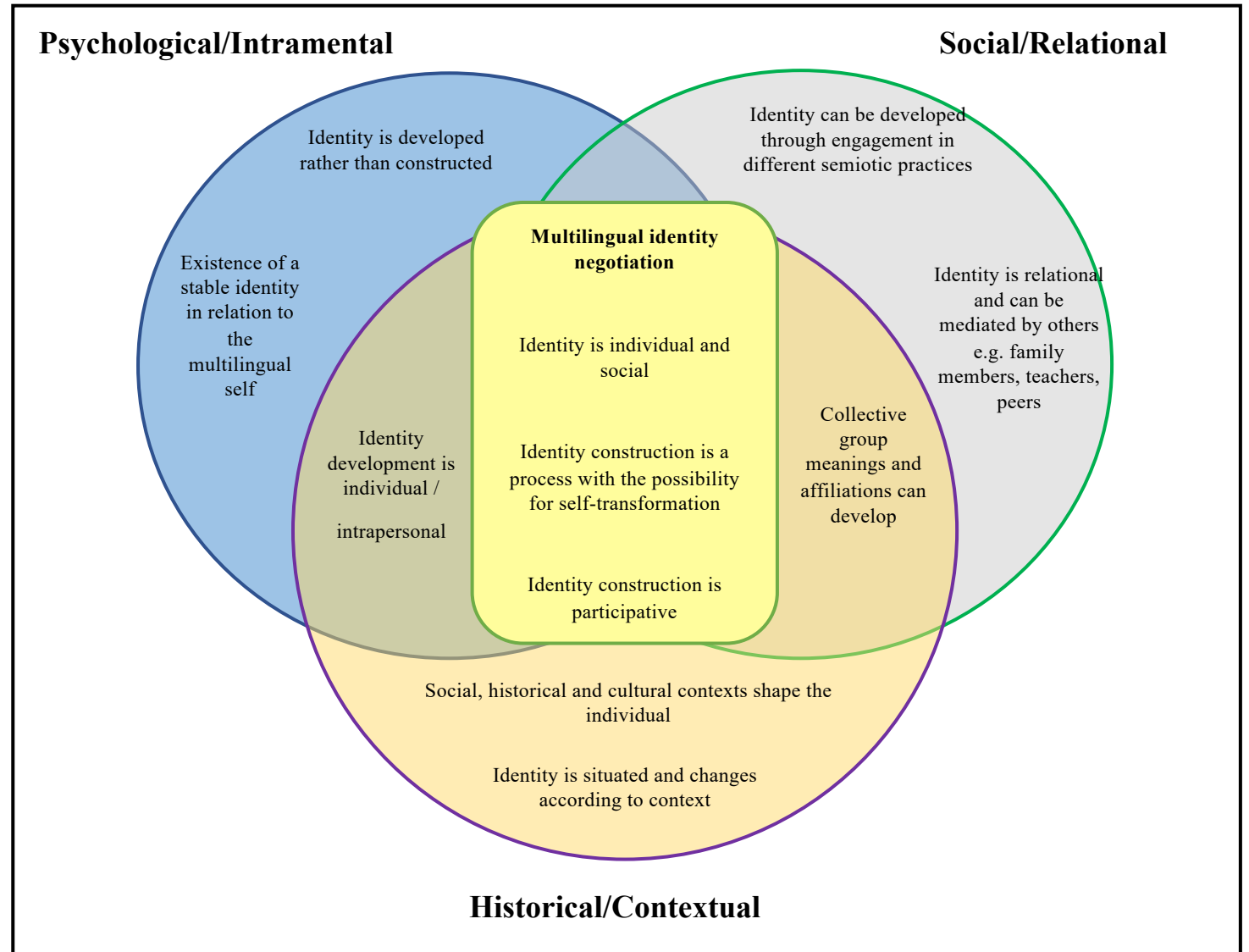
4. Exploring pedagogical intervention to support the development of multilingual identities



# Study 1

## Conceptualising Participative Multilingual Identity

- Fisher, Evans, Forbes, Gayton & Liu (2020)



# What do we mean by “multilingual”?

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**Multilingual identity** = individuals’ explicit understandings of themselves as users of more than one language (in its widest sense). We see it as an ‘umbrella’ identity (Fisher et al., 2020), that “encompasses but, in important ways, transcends a multilingual person’s language-specific identities” (Henry, 2017; 548).

‘Multilingual identity’ is more concerned with an individual’s *relationship* with their linguistic repertoire than it is with the exact constitution of this repertoire (Fisher et al., 2022).



# Research context

- 7 secondary schools in England
  - A range of schools from across the East of England and London
  - Range of geographical locations (urban/rural)
  - Range of school size and language provision
  - Range of demographics of students (first language background, socioeconomic status etc.)
- Participants
  - Year 8-9 (age 12-14) and Year 10-11 (age 14-16) students over a 2-year period
  - Approximately 2000+ students in total



## Data collection

- Longitudinal study using mixed methods: quantitative and qualitative data collection and analysis.
- Demographic data (EAL, first language, pupil premium, etc.)
- Introspective data (learner beliefs, self-perceptions, motivations and attitudes).
- Achievement data (school assessment scores in a range of subjects, including languages, GCSE results).
- Quasi-experimental intervention in 4 of the project schools (8 intervention and 4 control group classes).

# Capturing multilingual identity

- Experiences with languages, e.g.:
  - Number of languages
  - Self-ascribed EAL
  - Use of languages

B4. Please write the name of **ALL** the languages you know or study along the top, and answer the questions for each. *Please include information about your first/native language(s); languages you have learned at school; languages you use with your family; and any others that you know in any way.*

	English	.....	.....	.....	.....
i. How many years have you been learning/speaking this language? (please write number of months/years)					
ii. This is (one of) my first/native language(s) (please tick)					

## Capturing multilingual identity

- Evaluations (self & other) of multilingualism, languages and language learning. For example:
  - Self-evaluations
    - e.g. self-efficacy, future self, multilingual scale

*Monolingual* ————— *Multilingual*

- Other-evaluations
  - E.g. Parents, friends, teachers

## Capturing multilingual identity

- Emotions towards languages and language learning
  - Questionnaire items
    - E.g. 'I feel proud to be able to speak this language'
  - Metaphor elicitation
    - E.g. 'When I speak in a foreign language I feel like ... because ...'



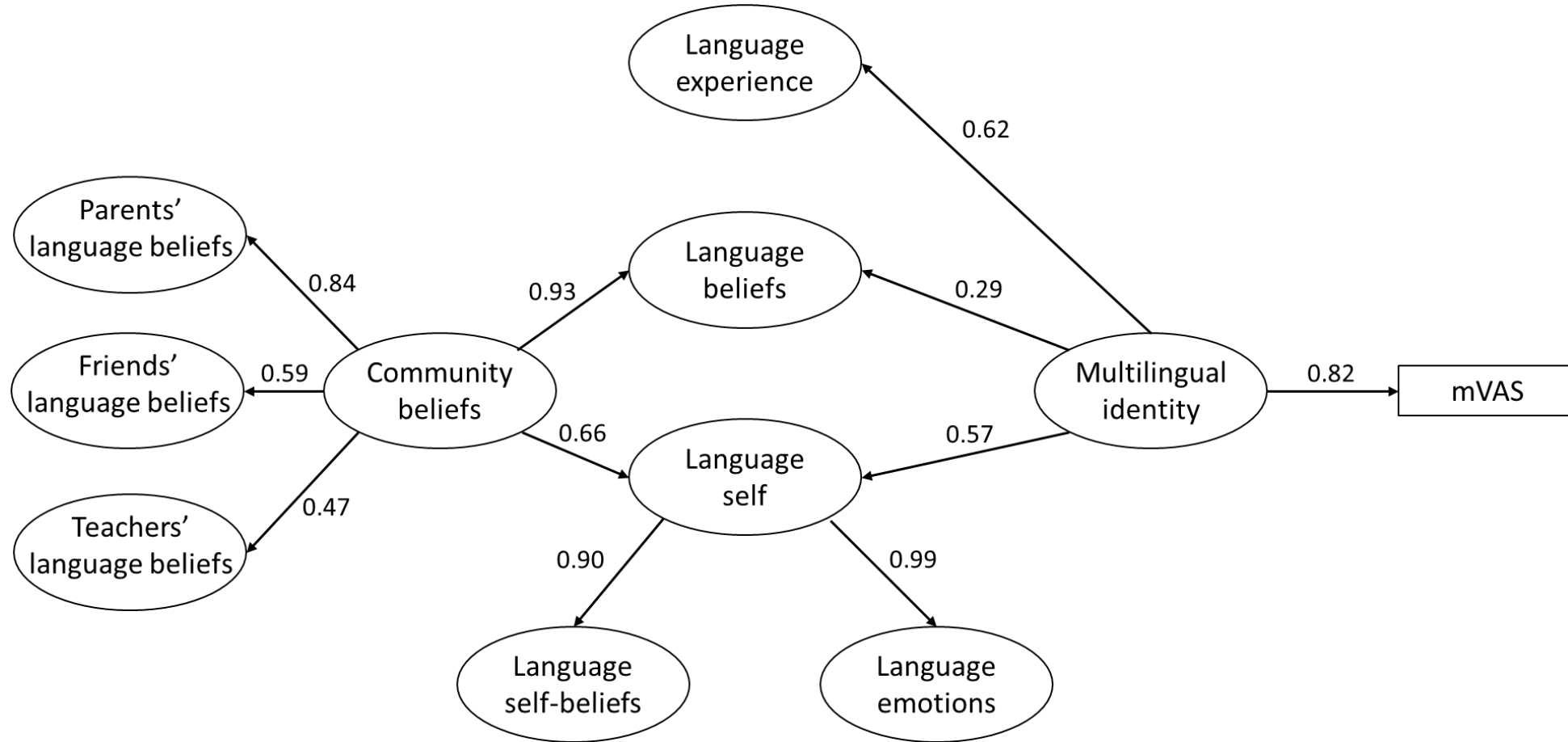
## Study 2: modelling Multilingual Identity

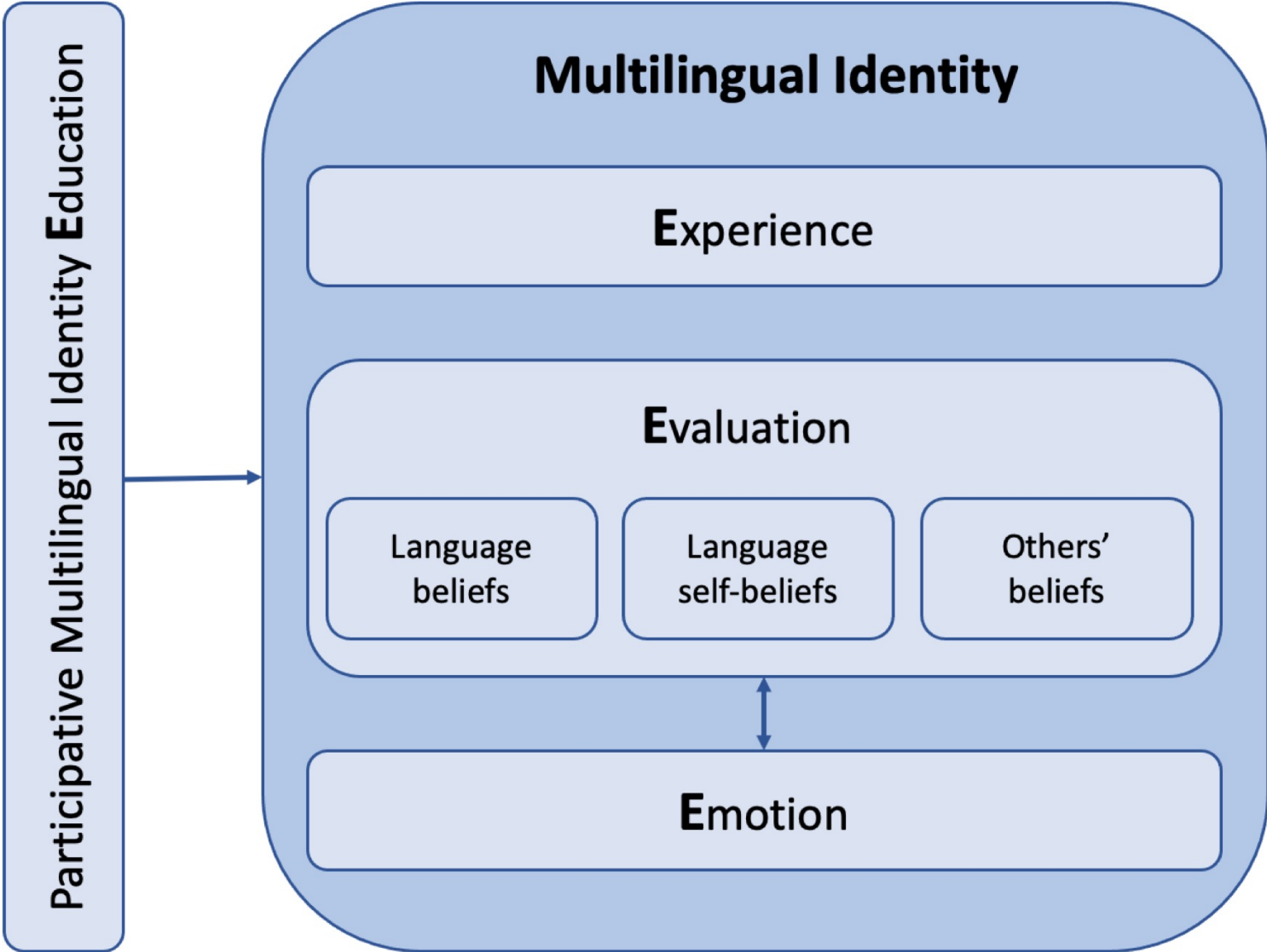
### Research questions

- Which latent variables comprise the theoretical construct of multilingual identity?
- To what extent is the proposed 3Es model (Experience, Evaluation and Emotion) appropriate for various sub-groups of learners?



# The final Multilingual Identity model for 1338 UK Year-8 students with standardised estimates.





# Study 3. What is the relationship between school-ascribed and self-ascribed multilingual identifications?

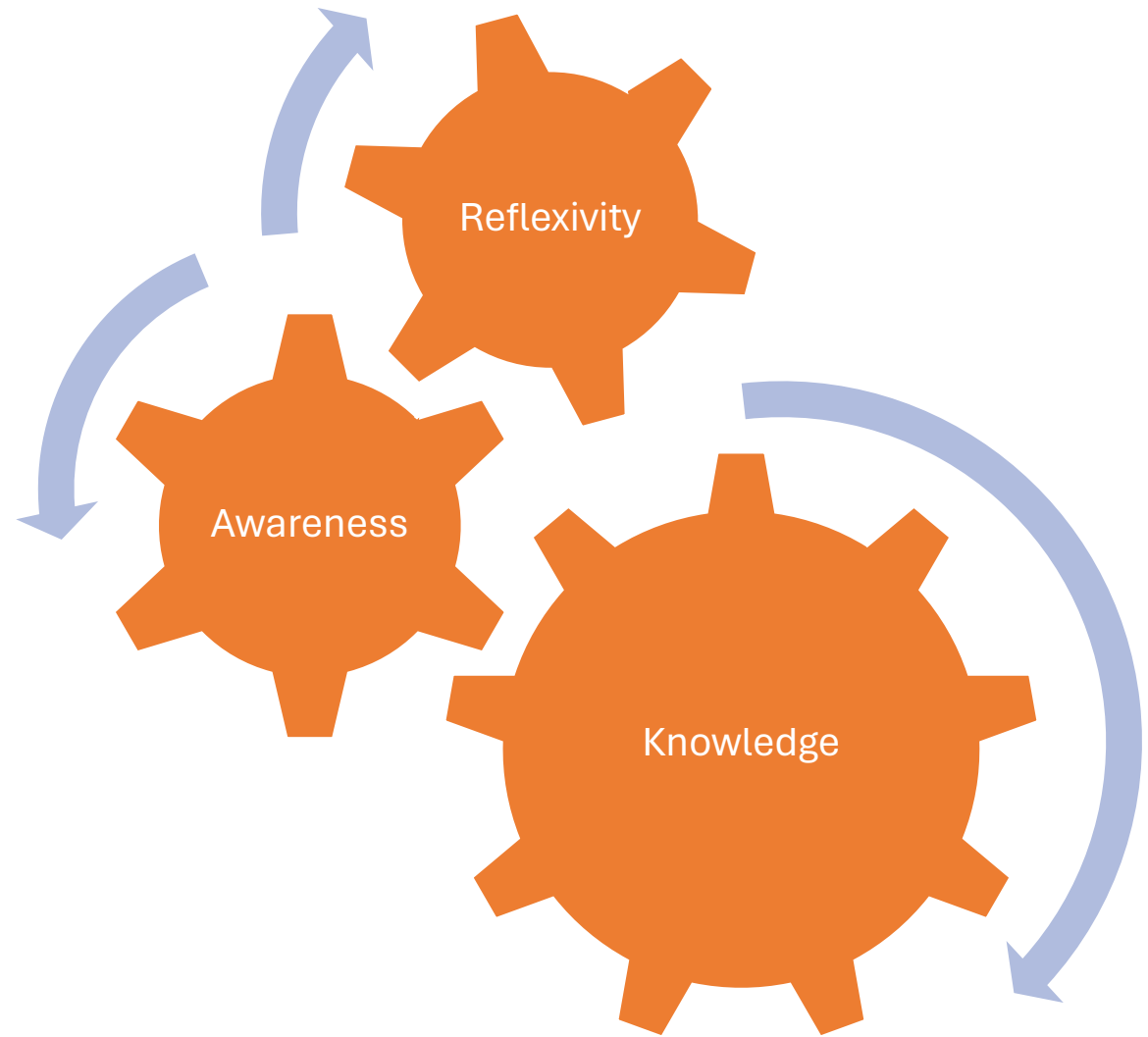
School-ascribed EAL status

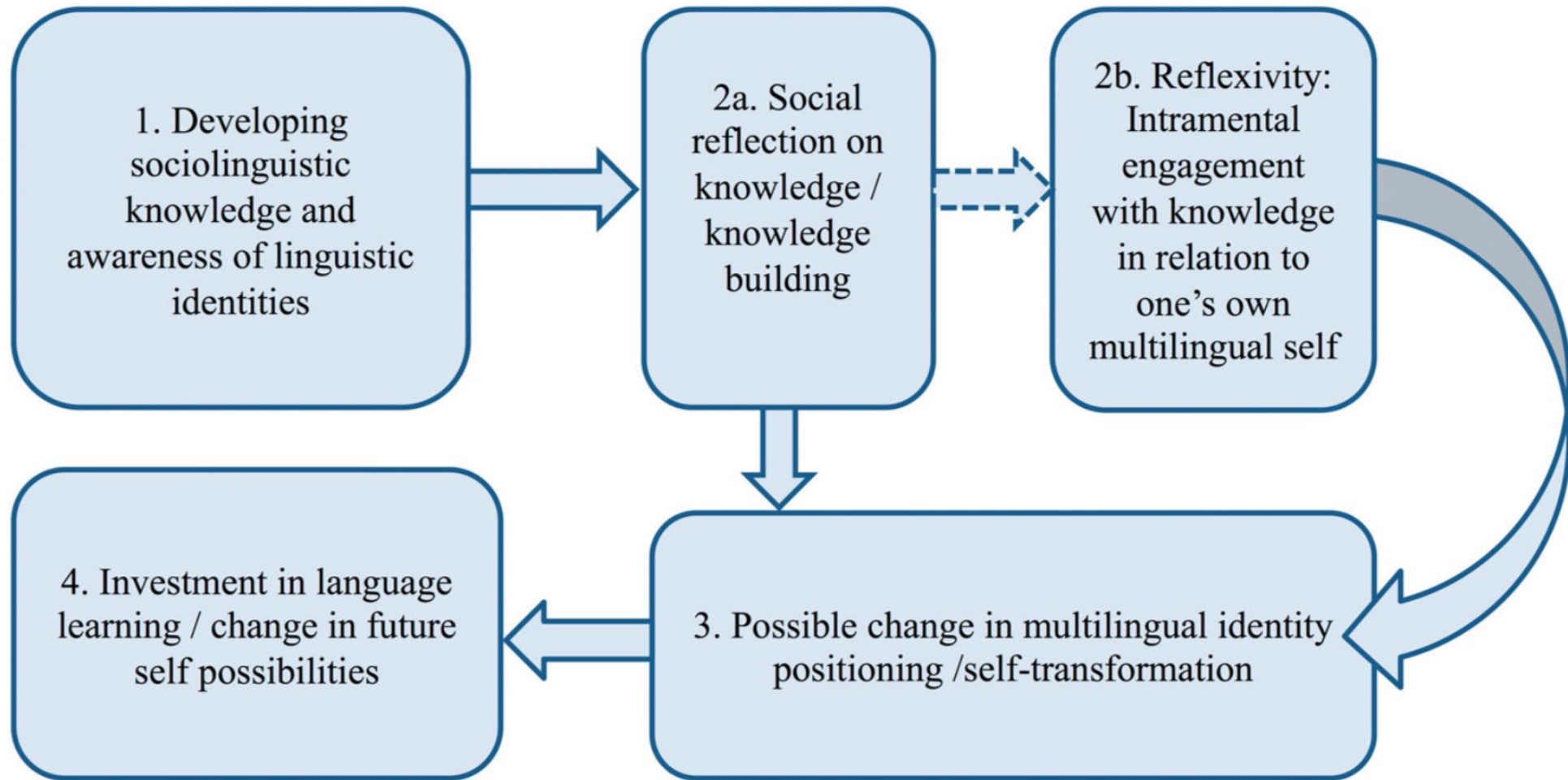
Self-ascribed EAL status

Self-ascribed multilingual identity

- There was only a *moderate* correlation between School-ascribed EAL status and Self-ascribed EAL status
- While both self-ascribed and school-ascribed EAL status are interlinked with multilingual identification, they are not the same constructs
- Multilingual identity, therefore, cannot simply be equated with being a speaker of more than one language

Study 3: To what extent can a pedagogical intervention in the languages classroom support the development of multilingual identities?





**LANGUAGE CLASSROOM**

## Sessions

- 1 Being multilingual
- 2 You are what you speak
- 3 Languages in the school
- 4 Languages in the community
- 5 Recipes for language
- 6 Recipes for culture
- 7 Why learn languages?
- 8 Project: We are multilingual

PowerPoints



Teacher's notes



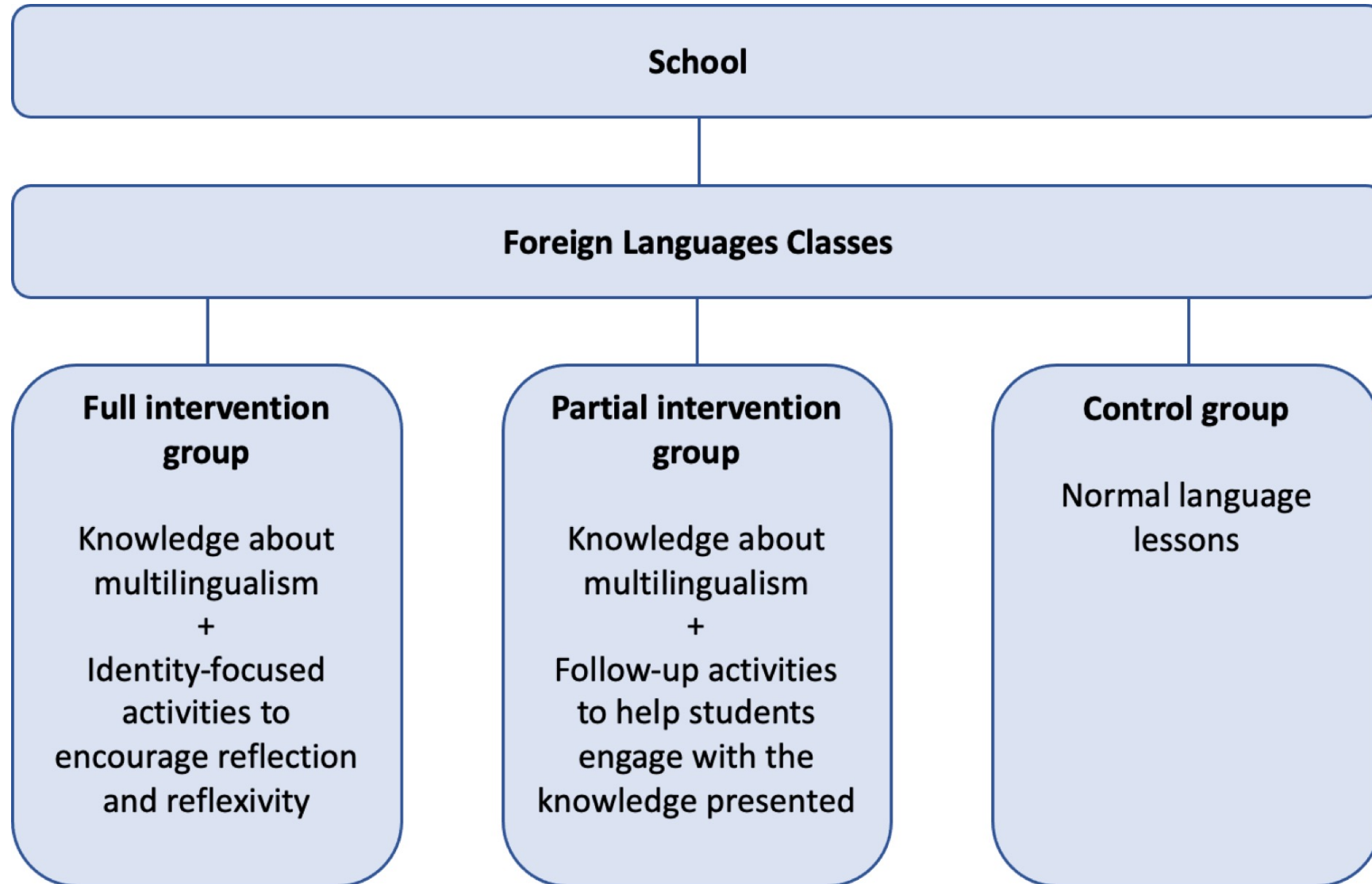
Worksheets



# Key messages

Session		Lesson objectives	Key message
1	Being multilingual	<ul style="list-style-type: none"> <li>• Raise students' awareness of the diversity in people's language learning histories</li> <li>• Help students understand more about multilingualism (both societal and individual and its diverse causes and nature)</li> <li>• Help students reflect on their own experiences with different languages and thereby on themselves as users and learners of multiple languages.</li> </ul>	<ul style="list-style-type: none"> <li>• Multilingualism is not just about individual languages, such as English, Spanish or Russian, but includes other ways that we can communicate</li> <li>• You can be multilingual without being fluent in your languages</li> <li>• It's never too late to learn another language</li> </ul>
2	You are what you speak	<ul style="list-style-type: none"> <li>• Raise students' awareness of the ways in which language (in its widest sense) can vary</li> <li>• Help students understand how language variations relate to aspects of who people are and the choices they make when they communicate.</li> <li>• Help students reflect on variation in their own language use and how this relates to who they are and what they want to communicate</li> </ul>	<ul style="list-style-type: none"> <li>• The way we speak reflects our lives (e.g. our accents when we speak our different languages) and tells other people something about us</li> <li>• We use each of our languages in different ways according to the people we are with and the situations we are in (e.g. slang with friends)</li> <li>• Communication is key. There is no right and wrong way to speak and we can choose how to communicate according to what we are trying to achieve.</li> </ul>
3	Languages in the school	<ul style="list-style-type: none"> <li>• Raise students' awareness of the different ways in which a person can be multilingual.</li> <li>• Help students understand how multilingualism relates to their educational environment, and that of other countries.</li> <li>• Help students reflect on their languages classroom as a multilingual space.</li> </ul>	<ul style="list-style-type: none"> <li>• The UK is a multilingual country, with very multilingual schools and pupils</li> <li>• The different languages we are learning in class or speak with others around the school, our dialects and the variety of forms of communication we use, means that this is a diverse and multilingual school</li> </ul>
4	Languages in the community	<ul style="list-style-type: none"> <li>• Raise students' awareness of how we all use our language(s) in different ways within the community.</li> <li>• Help students understand how the visibility of languages relates to the social and cultural</li> </ul>	<ul style="list-style-type: none"> <li>• The places where we live are multilingual spaces</li> <li>• If we look, we can <i>see</i> language all around us</li> <li>• If we listen we can <i>hear</i> different forms of language all around us because people are communicating in different ways for different</li> </ul>

# Research design





# Am I multilingual?

I am learning a language at school

I can speak emoji

I speak a home language

I speak different languages with different people

I can use sign languages

I learned a language at school

Can you say "YES"  
(or Oui/Si/Ja/Shi/Tak/Hanji etc)  
to any of these?

I can use computer code

I speak a dialect  
(e.g. Brummie, Geordie, Glaswegian)

I read books or watch videos in other languages  
(e.g. anime?)

I can communicate through non-verbal signs  
(for example when I'm playing football)

# Share your ideas...



- What does it mean to be...
  - Monolingual?
  - Multilingual?
- Place yourself on this scale
  - Think about the reason why did you put yourself where you did?

*Monolingual*



*Multilingual*



Can you find **French** and **Italian**?

- What roots do they share?
- Do they belong to the same branch?

Even though **French** and **English** do not share the same roots, your English can still help you learn your French.

- WHY might that be?

## Selected Languages and Accents of British Isles



- Are any of the dialects you thought of shown on this map?
- Is YOUR dialect or accent shown on this map?
- If you don't speak a dialect, in what other ways may you use different ways of speaking depending on who you are talking to and where?

# Am I what I speak?

- Does everyone have an accent?
- What sort of an accent do I have?
  - In English?
  - In French?
  - In my other language(s)?
- Does the accent I have matter?
  - In English?
  - In French?
  - In my other language(s)?
- *What does my accent in these languages say about me?*



## Summary: Evaluation

- Both the partial and full interventions **positively influenced students' *evaluation of languages*** in comparison to the control group.
- This suggests that being provided with **knowledge about languages** and language learning may **increase the extent to which students value languages** as well as their own ability to do well.
- However, it was only the full intervention group students who were significantly more likely to identify as multilingual following the intervention, which would confirm **the importance of the element of reflexivity**.

# Other projects drawing on WAM

- Developing critical multilingual awareness. Multilingual study mentors and newly arrived learners in Sweden

With Christina Hedman, Stockholm University

- Developing a multilingual mindset with teachers

With Nicola Morea, University of Reading





- Keep developing participative pedagogies to support the development of ‘identity competence’ and in particular ‘multilingual identity competence’





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