Do Monolinguals even exist?
Expanding all students’ plurilingualism in mainstream classrooms
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FACULTY OF EDUCATION
Outline

• Defining terms in context
• From Identity Texts to Designing Collaborative Multilingual Projects in mainstream classrooms
• Learning from Classrooms in Canada and the US
• Towards plurilingual allyship
A traditional view of Multilingualism

Multiple
Separate
Monolingualisms
High-level Proficiency
Plurilingualism

An individual’s inter-related “network” of languages and cultural practices (COE, 2001)

dynamic overlapping variation use

(Bigot, Bretegnier & Vasseur, 2013; Coste, 2005; Coste, Moore & Zarate, 1997; Dagenais & Moore, 2008; Garcia, Bartlett & Kleifgen, 2007; Moore, 2006; Zarate, Lévy & Kramsch, 2008)
Studying Multilingualism in Schools: Spaces and Speakers

(Blommaert, Collins and Slemrouk, 2005)
Linguistic orientations towards teaching and learning in multilingual classrooms

Assimilative  Supportive  Inclusive

*BUT, is linguistic inclusion sufficient for schools today?*
“Inclusion is not about bringing people into what already exists; it is making a new space, a better space for EVERYONE.

(George Dei, 2015)
Change in practice AND mindset

Awareness matters

Growth is required

FOR ALL
Five Domains of Critical Multilingual Language Awareness

**POWER:**
- recognition of the histories of minoritized speakers and their struggles;
- critical awareness of the social construction of language norms and standardization;
- critical reflection about power relations associated with languages, language learners and language users

**COGNITIVE:**
- Metalinguistic and metacognitive aspects of language learning: how languages work and how we learn them

**PERFORMANCE:**
- Language and literacy skills, flexibility, translanguaging

**AFFECTIVE:**
- Socio-emotional feelings associated with languages, language learning and language users

**SOCIAL:**
- Linguistic and cultural identity/ies; and intercultural aspects of language learning and building relationships with diverse language users

Adapted by Prasad (2018) from James & Garrett’s LA Domains (1992)
Plurilanguaging for all?

Even if a person identifies as a (monolingual) dominant language speaker, they can develop the practice of be(com)ing a ‘multilingual listener’ -- or a plurilingual actor who is prepared to lean into multilingual encounters with empathy, as well as linguistic and cultural curiosity and sensitivity.

“In diverse school contexts where teachers are increasingly called upon to support multilingual learners from multiple different cultural and linguistic backgrounds in mainstream classrooms, we used the concept of becoming “multilingual listeners” as a way of making multilingualism accessible. The multilingual listener takes an active stance as an English dominant speaker who recognizes their linguistic privilege and takes responsibility for mediating communication with multilingual speakers based on an understanding of bi/multilingualism as natural, flexible, fluid and creative, and their critical awareness of the relations of power that perpetuate systemic barriers for minoritized multilingual speakers in school and society.”

(Prasad & Bettney Heidt, 2023)
Towards equipping ALL teachers and students for multilingual encounters in the classroom through plurilanguaging
Multilingualism is the Norm

Toronto, Canada
Pop: ~ 3 million

Madison, USA
Pop: ~ 250,000
Identity Texts (Cummins 2006, Cummins & Early, 2011)

“Students invest their identities in the creation of texts - written, spoken, signed, visual, musical, dramatic or multimodal combinations. The identity text then offers students a mirror in which their identities are reflected in a positive way. When bilingual students from marginalized social backgrounds write in both their native language (L1) and the language of the school (L2), the identity text validates their bilingualism as a personal and academic asset and challenges widespread social prejudices that devalue their linguistic talents.

Similarly, when students share identity texts with multiple audiences (peers, teachers, parents, grandparents, Internet-connected partner classes, media, etc.), they are likely to receive positive feedback and affirmation in interaction with these audiences. Although not always an essential component, technology plays an amplifying role in enhancing the process of producing and disseminating identity texts.”
Theory(ies) provide explanatory frameworks for understanding practice, and practice leads to the development of theories, for the theory(ies) must be able to account for what has happened in the past, describe what is happening in the present, and predict what will happen in the future. When the theory(s) cannot meet any of these conditions, the theoretical frameworks must be interrogated, revised, and/or reconceptualized.

Prasad et Lory (2020) p. 810
Reconceptualizing the mainstream classrooms as a spaces of multilingual encounter and plurilingual possibility...
Collaborative Multilingual Projects 2.0

One day when Julie and Emilie were going out to recess, they found a message. They thought it was a simple piece of paper, but when they read it they couldn’t understand it. It was in code but they were determined to translate it.

Un jour alors que Julie et Emilie allaient à la récré elle trouvèrent un message. Elles pensaient que c’était un simple morceau de papier, mais en le lisant elles ne pouvaient pas le comprendre car il était codé. Fortement elles étaient déterminées à le traduire.

Jeden den kađa Julie a Emilie suhron na vsebovala razpravo. Oni si pojavili je to je občasno lisi papirja, ali kađa to on preobrat to oni nima hi to rastavi. Boldo to napisi kađa ale oni bol stanave ze to bo le preobrat.

Recette d’omelette au fromage (Yves)

1. Mélanger un œuf sur le feu pour l’œuf ondule.
3. Caser 2 œufs au chaud dans un bol.
5. Remuer les œufs jusqu’à ce que les blancs et les jaunes d’œufs se mélangent.
7. Creuser des anneaux de fromage de votre choix.
8. Remuer que les œufs sont à 3 œufs pour recouvrir le fromage sur la moitié de l’omelette.
9. Et finalement glacer la moitié de l’omelette sur la partie avec le fromage.
10. Servir chaud.

My Tomato looks like the petals of a flower, hanging upside down the sunny sky.

Mon Tomate a l’air de la base. Ce qui est qui mordre magnifiquement dans le sol brûlant.

Terço o daqjësi l’lloj gigjë e shqip emërrinë të teta tutun nga shëtit.
How can we develop and expand childrens’ plurilingualism in schools as a resource for learning and for building social understanding and belonging for ALL learners?
Social Design-Based Research

... a systematic but flexible methodology aimed to improve educational practices through iterative analysis, design, development, and implementation, based on collaboration among researchers and practitioners in real-world settings, and leading to contextually-sensitive design principles and theories.

Wang and Hannafin, 2005, p. 6
6 schools in Canada and US

<table>
<thead>
<tr>
<th>City / COUNTRY</th>
<th>Grade level</th>
<th>Number of students/participants by class</th>
<th>Language of instruction</th>
<th>students’ home languages</th>
</tr>
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<tbody>
<tr>
<td>L’école française privée</td>
<td>Toronto, CANADA</td>
<td>CM2 (équivalent à la 5e année du système Canadien)</td>
<td>12/12 students</td>
<td>French + English : 5 h/ week</td>
</tr>
<tr>
<td>English school</td>
<td>Toronto, CANADA</td>
<td>Grade 5</td>
<td>25/28 students</td>
<td>English+ FLS : 45 min/day</td>
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<tr>
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<td>Toronto, CANADA</td>
<td>Grade 5/6</td>
<td>17/20 students</td>
<td>FSL : 50% (morning) * English: 50% (afternoon)</td>
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<tr>
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<td>Grade 4/5</td>
<td>26/29 students</td>
<td>French + English: 45 min/day</td>
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<tr>
<td>MidWest school</td>
<td>Madison, US</td>
<td>whole school</td>
<td>variable</td>
<td>English + Multilingual REACH: 30 minutes/week</td>
</tr>
<tr>
<td>Escuela bilingüe</td>
<td>Madison, US</td>
<td>K-2 (9 classes)</td>
<td>variable</td>
<td>*Spanish : 90% *English: 10%</td>
</tr>
</tbody>
</table>
Cultivating Linguistic and Cultural Collaboration in the Classroom
Linguistic and Cultural Collaboration

Linguistic and Cultural Collaboration takes place when educators, students, and the various actors in the community engage critically and creatively in the collective transformation of a deficit view of linguistic and cultural plurality and the deconfiguration of coercive power relations and exclusionary policies. In the classroom, LCC is shaped by purposeful instructional choices that foster space for deconstructing social representations of minoritized languages and cultural groups in order to co-construct all students and educators as agentive plurilingual social actors (Coste & Simon, 2009; Lahire, 2005).

(Prasad & Lory, 2020, p. 6)
<table>
<thead>
<tr>
<th>Thematic Unit</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
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</thead>
<tbody>
<tr>
<td>What is Family?</td>
<td>Shapes</td>
<td>Feelings &amp; Emotions</td>
<td>Families Around the World</td>
<td>Everyone Has An Accent: Language Variety and Dialect</td>
<td>Digital Citizenship</td>
<td></td>
</tr>
</tbody>
</table>


| Other opportunities for this school year | Musical Engagement, Multilingual Read Alouds, Building Literacy Skills | Musical Engagement, Multilingual Read Alouds, Building Literacy Skills | Google Docs, Coding, Creating our own multilingual Feelings posters using The Color Monster | Coding, Google Suite | Coding, Google Suite | Google Classroom, Google Slides, Google Docs, HyperDocs, Slidecast |

**not a mentor text. Instead, 5th graders have their choice of curated language exploration activities using HyperDocs.**
Reinforcing Content Learning
Introduction Introducción

G is for Geologists
es para los geólogos

Geologists are scientists that study the solid and liquid parts that make up the Earth. Rocks are part of the Earth’s crust, the outer layer of the Earth. In class, we did some of the same things geologists do; like observing rocks and their properties, testing rocks for calcite and testing them for hardness. We want to share our learning, plus more information about Earth materials, with you!

Los geólogos son científicos que estudian las partes sólidas y líquidas que componen la tierra. Las rocas son parte de la corteza terrestre, la capa externa de la tierra. En clase, hicimos algunas de las mismas cosas que hacen los geólogos; como observar rocas y sus propiedades, examinar rocas para calcita y examinar para determinar su dureza. Queremos compartir nuestro aprendizaje, más aparte información acerca de los materiales de la tierra, ¡con usted!

Extrude

Extruir

Extrude means pushed or forced out. When magma, melted rock from inside Earth, slips through a fault of crack in a rock and it pours over the Earth’s surface, it extrudes.

Extrude

Extruir

拡伸

つきだす
Multilingual Mentor Texts

Yo vivo en...
¿dónde vives?

I live in the...
where do you live?
Building metalinguistic and multilingual awareness

<table>
<thead>
<tr>
<th>Español</th>
<th>Inglés</th>
<th>Coreano</th>
<th>Francés</th>
</tr>
</thead>
<tbody>
<tr>
<td>buho</td>
<td>owl</td>
<td>부엉이 (bueong-i)</td>
<td>hibou</td>
</tr>
<tr>
<td>camello</td>
<td>camel</td>
<td>낙타 (nagta)</td>
<td>chameau</td>
</tr>
<tr>
<td>araña</td>
<td>spider</td>
<td>거미 (geo-mi)</td>
<td>araignée</td>
</tr>
<tr>
<td>tiburón</td>
<td>shark</td>
<td>성어 (sang-eo)</td>
<td>requin</td>
</tr>
<tr>
<td>lagarto</td>
<td>lizard</td>
<td>도마뱀 (domabaem)</td>
<td>lezard</td>
</tr>
<tr>
<td>pinguino</td>
<td>penguin</td>
<td>뱀친 (peng-gwin)</td>
<td>pingouin</td>
</tr>
<tr>
<td>loro</td>
<td>parrot</td>
<td>앵무새 (aengmusae)</td>
<td>perroquet</td>
</tr>
<tr>
<td>mono</td>
<td>monkey</td>
<td>원숭이 (wonsung-i)</td>
<td>singe</td>
</tr>
<tr>
<td>oso pardo</td>
<td>brown bear</td>
<td>갈색곰 (galsae-ggom)</td>
<td>ours brun</td>
</tr>
<tr>
<td>orca</td>
<td>killer whale</td>
<td>범고래 (beomgola-e)</td>
<td>orque</td>
</tr>
<tr>
<td>ballena</td>
<td>whale</td>
<td>고래 (gola-e)</td>
<td>baleine</td>
</tr>
<tr>
<td>ardilla</td>
<td>squirrel</td>
<td>닭암취 (dalamjwi)</td>
<td>écureuil</td>
</tr>
<tr>
<td>gorila</td>
<td>gorilla</td>
<td>고릴라 (golilla)</td>
<td>gorille</td>
</tr>
<tr>
<td>delfin</td>
<td>dolphin</td>
<td>돌고래 (dolgola-e)</td>
<td>dauphin</td>
</tr>
<tr>
<td>pulpo</td>
<td>octopus</td>
<td>문어 (mun-eo)</td>
<td>pieuvre</td>
</tr>
<tr>
<td>oso polar</td>
<td>polar bear</td>
<td>북극곰 (bug-geug gom)</td>
<td>ours polaire</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maya Yucateco</th>
<th>Maya Yucateco</th>
<th>Maya Yucateco</th>
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</thead>
<tbody>
<tr>
<td>maayah t’aan</td>
<td>maayah t’aan</td>
<td>maayah t’aan</td>
</tr>
<tr>
<td>maya yucateco</td>
<td>maya yucateco</td>
<td>maya yucateco</td>
</tr>
</tbody>
</table>


Lizard, lizard, where do you live?
I live in the desert. I eat insects.

도마뱀, 도마뱀, 네는 어디에 사니?
네는 사막에 살며, 네는 곤충들을 먹어.

Lizard, lizard, où habites-tu ?
J’habite dans le désert. Je mange des insectes.
Normalizing explicit discussions about languages and language users

Student 1: Is this Arabic or Hebrew? I am confused.
Student 2: I know this one is Arabic because this is how you spell my Dad's name.
Student 1: ok so this is Hebrew.
Making Space for Students' Linguistic Identities and Use of their Whole Communicative Repertoires

What language(s) did you use? 
HEBREW

why? Es mi cultura

What language(s) did you use? 
Korean

why? Porque yo sabia Un poco de Korean
Building connections across content areas
Leveraging Family and Community Language Expertise

Friendship is as encouraging as a football coach.

Finding a friend is like trying to find a needle in a haystack because good ones are hard to find.

Friendship is as fun as a water slide.

A friend is as kind as a family member.

A friend is like tacos because tacos are fun.
Thank you!

Learning through plurilingual risk-taking
Collaboration in the classroom:
Writing thank-you notes to families through plurilinguaging

... meanwhile I watched an interaction between two girls with blonde hair (SL & SN) who are both English dominant speakers. SL finished her thank-you card and gave it to the teacher. Then, as instructed, she offered to help her friend (SN) with writing her card. SL suggested that SN should write thank-you in Spanish because she was making a card for a Spanish-speaking student’s family who had helped with translation into Spanish:

SN: I don’t know what to write.
SL: You could write ‘thank-you’ in Spanish. ‘Gracias!’
SN: I don’t know how to write in Spanish.
SL: I’ll go to the board. I can tell you the letters.
SN: Ok!
SL: G-R-A...

Sl goes to the white board, reads letter names in English as she points to each letter and SN transcribes the Spanish message “Gracias” and then continues her note in English.
Celebrating Collaborative, Creative and Critical Multilingual Production in Community
Climate Survey: I feel I belong at this school.

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>75%</td>
</tr>
<tr>
<td>African American</td>
<td>79%</td>
</tr>
<tr>
<td>ELL</td>
<td>75%</td>
</tr>
<tr>
<td>18-19</td>
<td>18-19</td>
</tr>
</tbody>
</table>
From Language Awareness to Language Activism
Multilingual Activism beyond the classroom
Producing Multilingual Books for ALL:

When schools and libraries join forces

Animals of the rain forest = [Satv nowknong prei] = Los animales del bosque tropical: a book in English, Khmer and Spanish /
Collaborative Multilingual Project Reflections

“...I read the Spanish part for the trilingual English, Romanian, Spanish book and the look on the face of the one child in the entire school who speaks Romanian while her mom read aloud to her class just melted my heart. I feel that this experience helps our students’ value what it is that makes them special.”

“We have a more peaceful society if we are more exposed to each other because when you don't know each other, you tend to fear the other or make negative assumptions. So when we are all learning about each other, things become more natural, and I think in the future become more peaceful.”

“...What was really great about this [collaborative multilingual book-making ] is because even though they may speak a different language at home or they've been exposed to different things, you know, they still had to come together, work as a group, create this wonderful book that they created and in the end it’s not..it’s just a different language, a different way. So I don’t know; it’s neat. I think a lot of the students were really surprised about how many languages there really were; there was like fifteen languages or something in my class. I mean I was shocked. I knew there was a lot of languages but I wasn’t really aware...”
Collaborative Multilingual Project Reflections

“…there are stories inside all of us…”

“…I’m glad I got to work with Soumaiya because she added Arabic to our group and our book is so amazing.”

“…making a book in a different language is special to me because I can read all the languages [in our book] and that makes me proud.”

“…when I was writing our book, I learned that two minds full of imagination can do something big and creative. I also learned about other languages.”

“I never liked reading and writing before [our collaborative multilingual project] but now I think I like it.”
Towards Critical Multilingual Language Awareness and Plurilingual Allyship

What is PLURILINGUAL ALLYSHIP?

an active, sustained and arduous practice of unlearning and re-evaluating, in which a person in a position of privilege and power seeks to operate in solidarity with a minoritized group

Five types of actions to demonstrate plurilingual allyship:

• disrupt monolingualism as the norm;
• recognize linguistic privilege;
• engage in plurilingual risk-taking;
• enter into linguistic and cultural collaboration (with people and communities beyond our communicative comfort); and
• become a language activist.

(Prasad, 2023)
By adopting a linguistically expansive orientation to teaching and learning, teachers make explicit how all students’ can draw on and expand their dynamic communicative repertoires as resources for deepening learning and building social ties.

As students from different linguistic, cultural and social backgrounds work collaboratively on creative and critical multilingual content-based projects, they engage in linguistic risk-taking that develops their mediational competence both as speakers and listeners in dynamic multilingual interactions.

By design then, students become invested in supporting one another to accomplish multilingual and multimodal work that they could not do alone. As they develop critical multilingual awareness in community, they can be(come) plurilingual allies and activists beyond the classroom.
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I am plurilingual / Je suis plurilingue! website
https://www.iamplurilingual.com/

Multilingual REACH website
https://sites.google.com/madison.k12.wi.us/multilingual-reach/home?authuser=0
References

http://www.coe.int/t/dg4/linguistic/Publications_FR.asp#P465_26519


