Do Monolinguals even exist?

Expanding all students' plurilingualism in mainstream classrooms

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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

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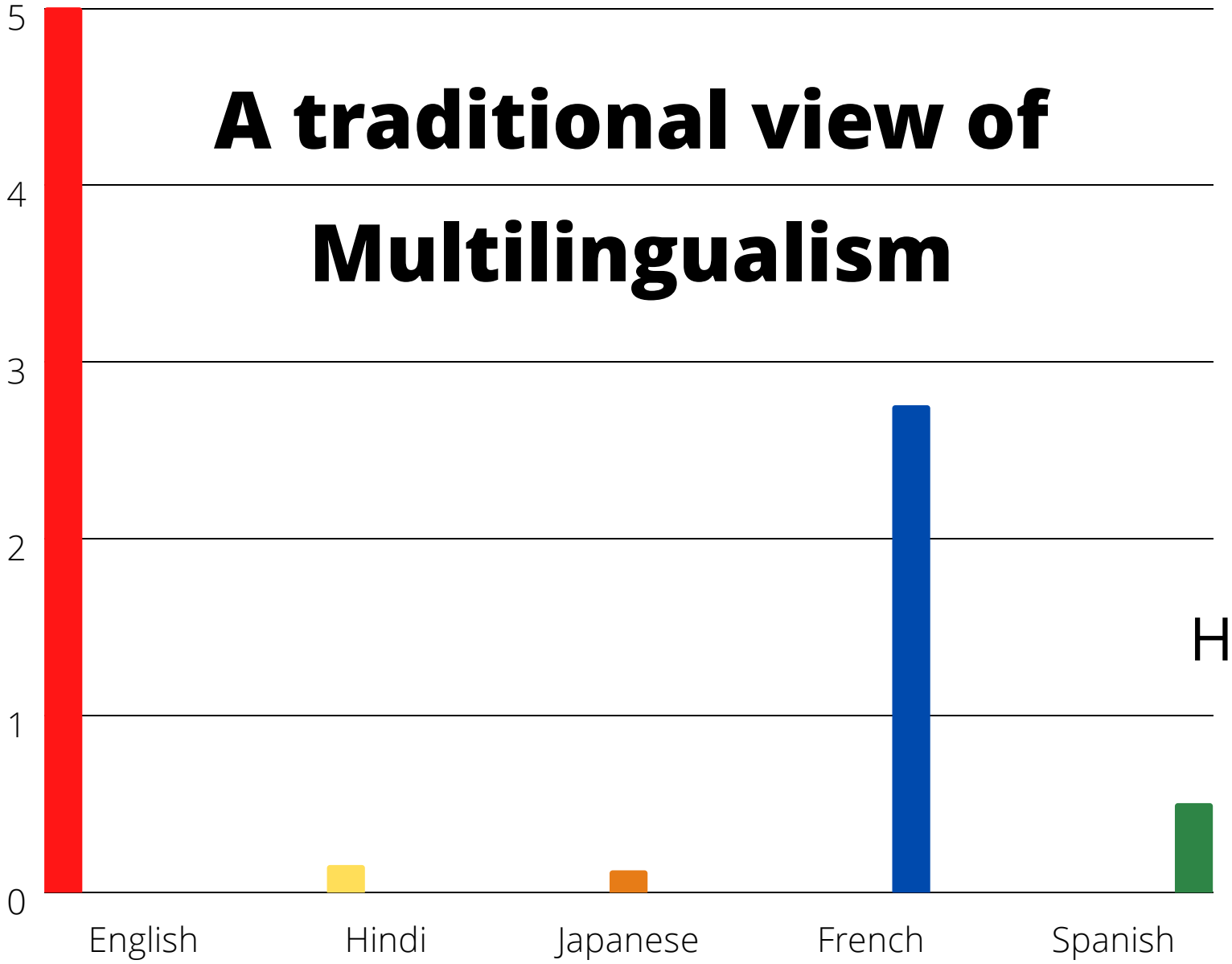
A traditional view of Multilingualism



Multiple

Separate

Monolingualisms

High-level Proficiency

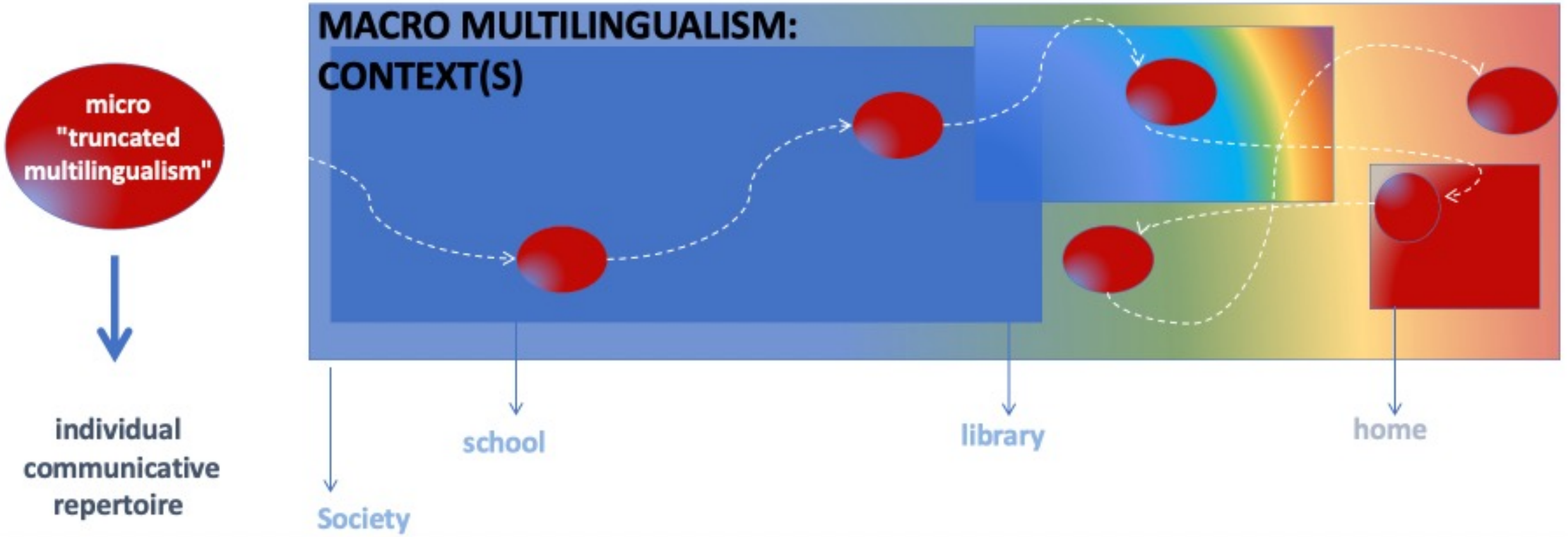
Plurilingualism

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 Slembrouk, 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)

Framework of Linguistic Orientations to Teaching and Learning in Multilingual Schools *View of:*	**Assimilative**	**Supportive**	**Inclusive**	**Expansive**
	Privileges majority language of instruction by excluding minoritized languages	Privileges majority language of instruction in core academic domains but acknowledges minoritized languages beyond the school	Privileges majority language of instruction but may allow bilingual students to use their linguistic repertoires (in limited domains)	Promotes collaborative development of all students' critical multilingual language awareness and linguistic repertoires
Majority Language speakers	Dominant English speaker	Dominant English speaker	Dominant English speaker	Plurilingual Actor
	COERCIVE ← *power relations* → COLLABORATIVE			
minoritized language learners	English learner	English learner	bilingual learner	Plurilingual Actor

Change in practice AND mindset

Awareness matters

Growth is required

FOR ALL

(Prasad, 2021)

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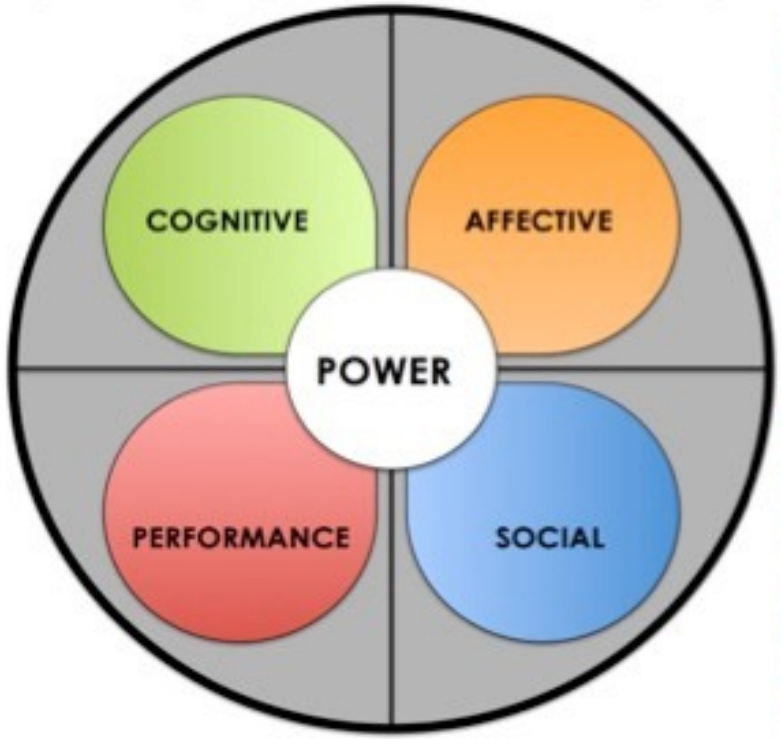
Five Domains of Critical Multilingual Language Awareness

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)

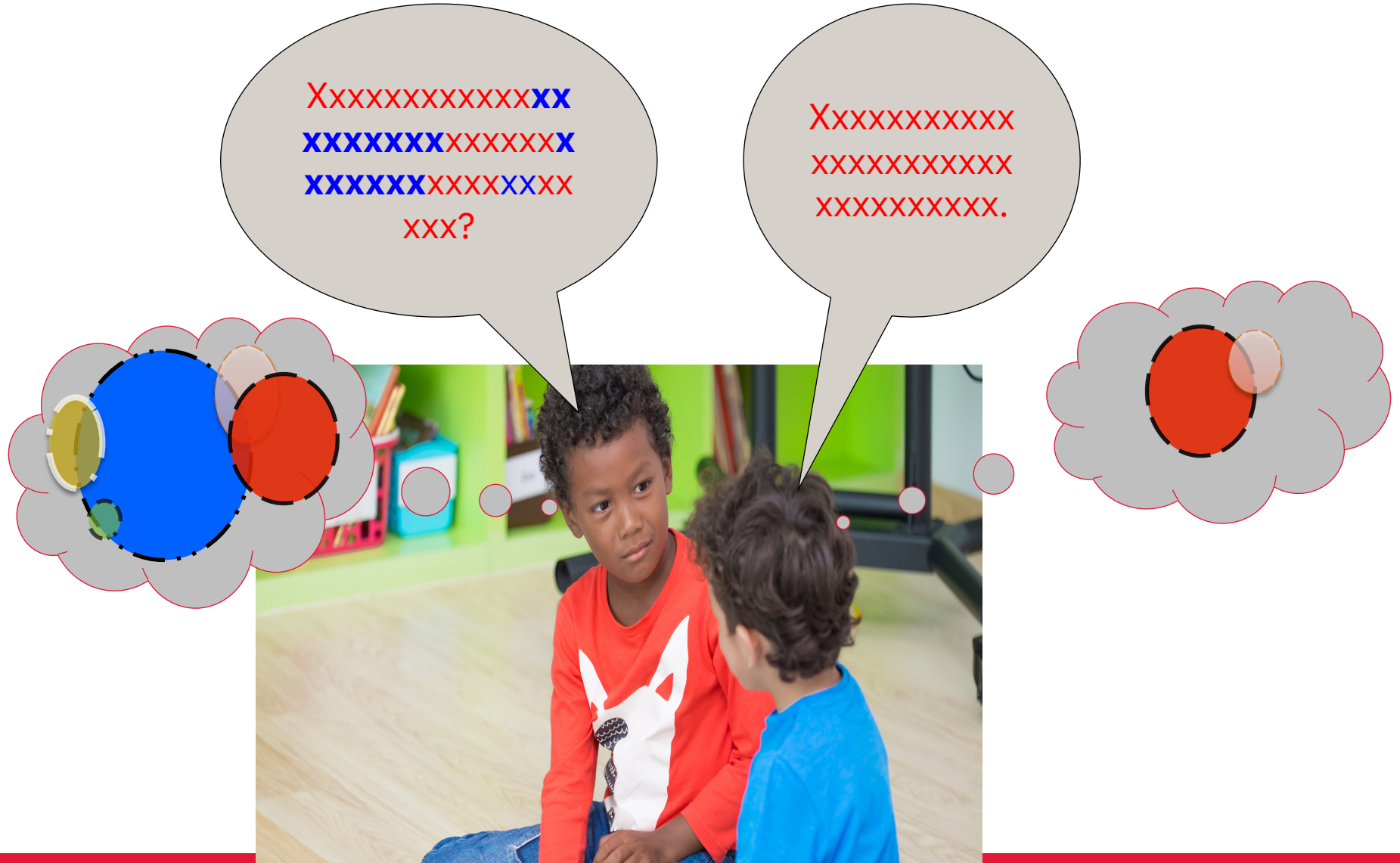
Plurilanguaging for all?

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

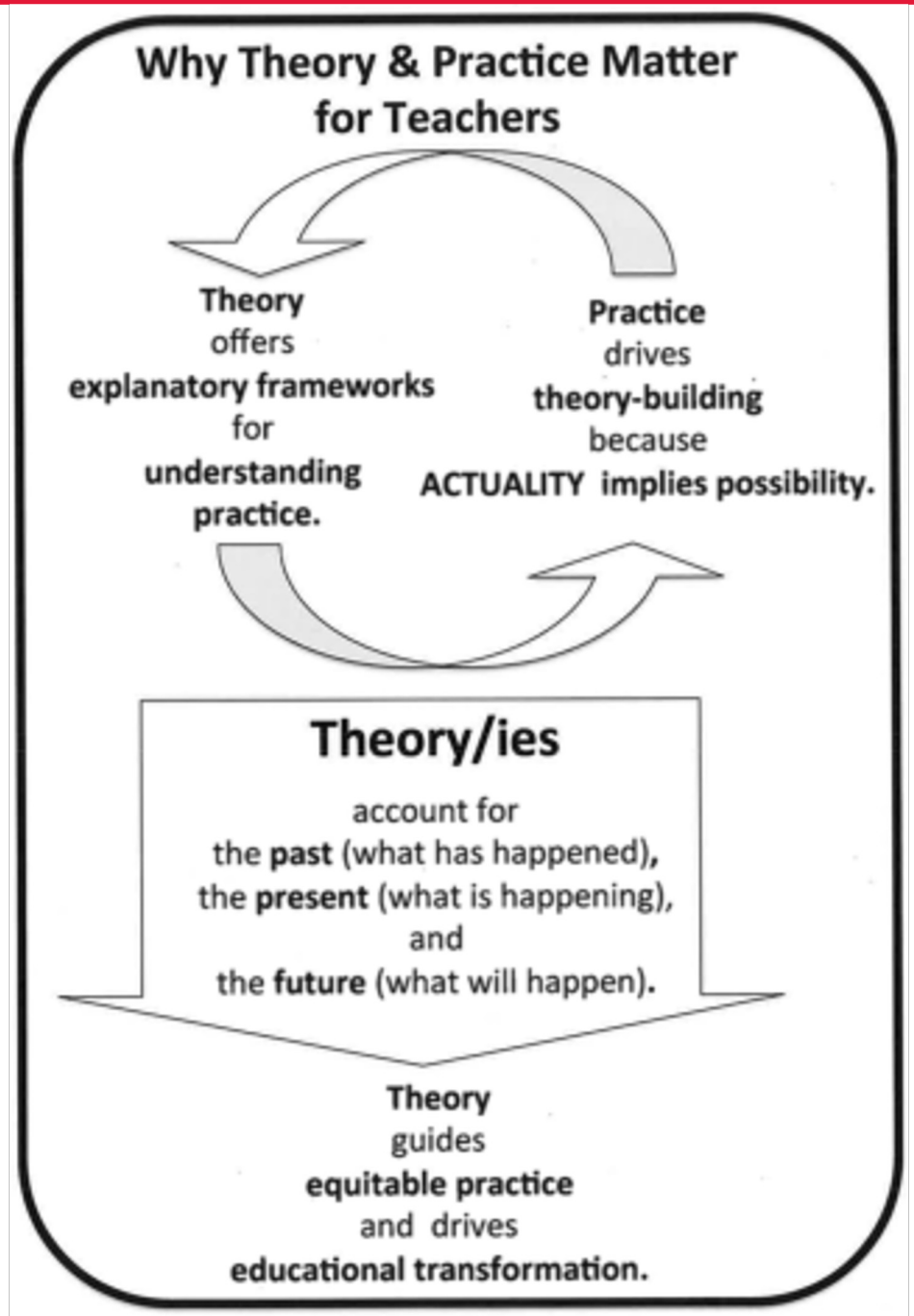
Pop: ~ 250, 000

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."

(Cummins, Ntelioglou, Stille, Prasad, 2017)



> “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

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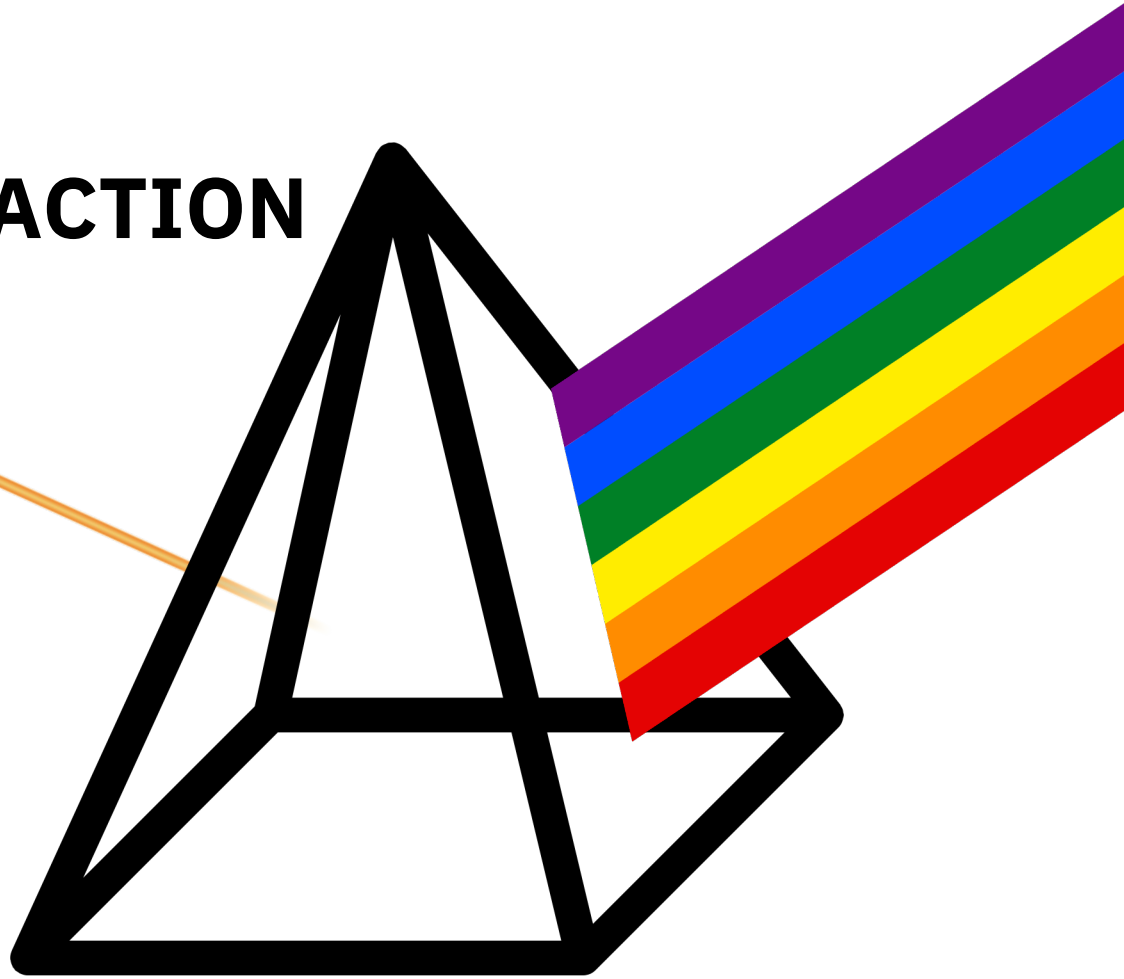
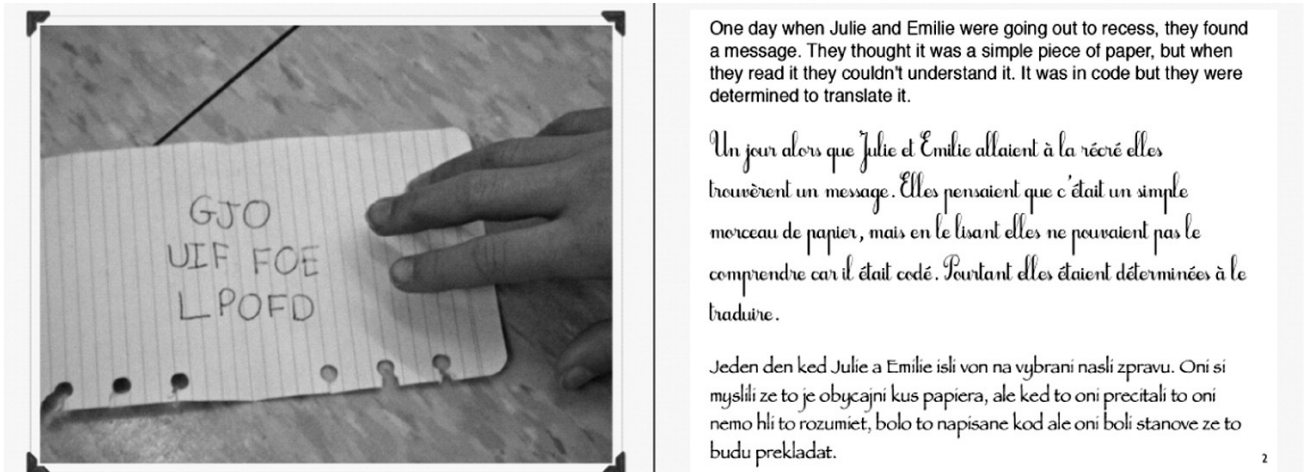
From
Reflection

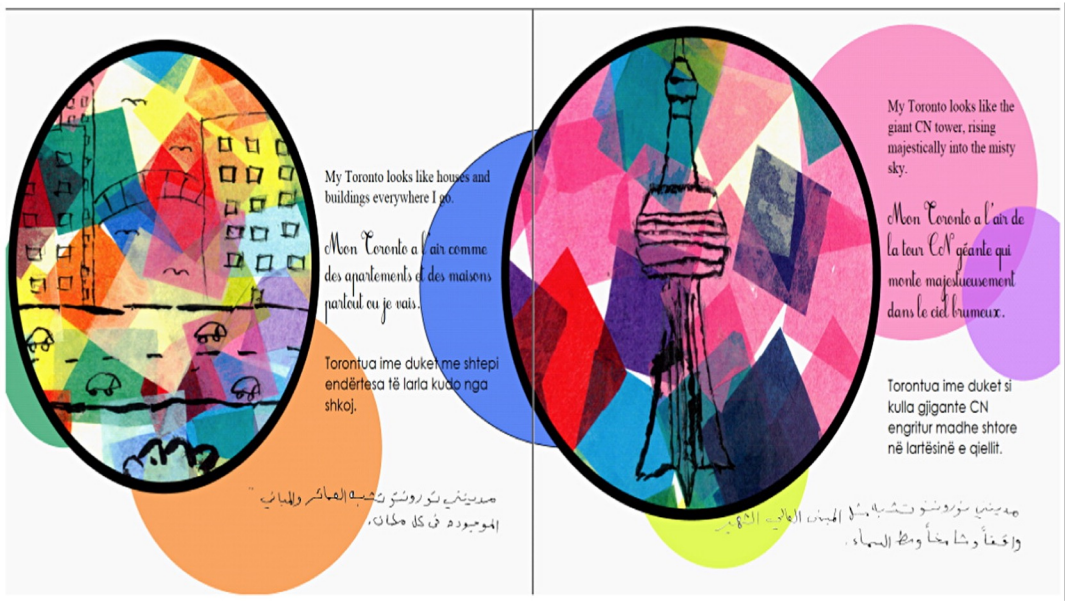
Towards
REFRACTION

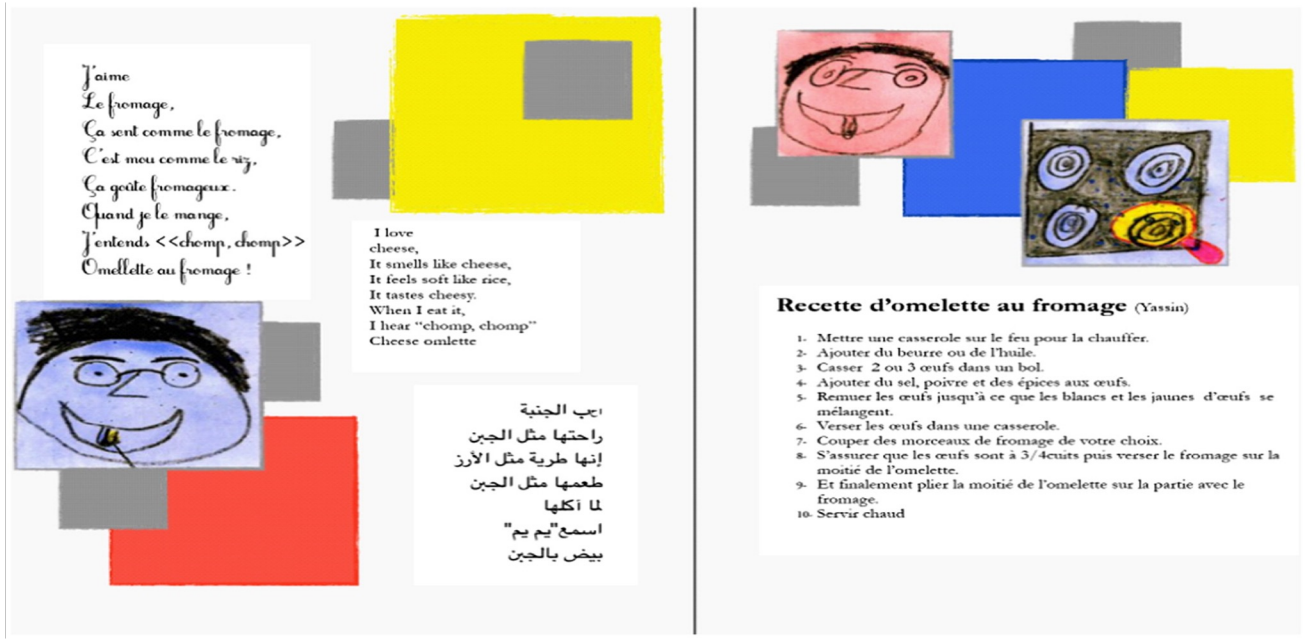


Reconceptualizing the mainstream classrooms as a spaces of multilingual encounter and plurilingual possibility...

Collaborative Multilingual Projects 2.0







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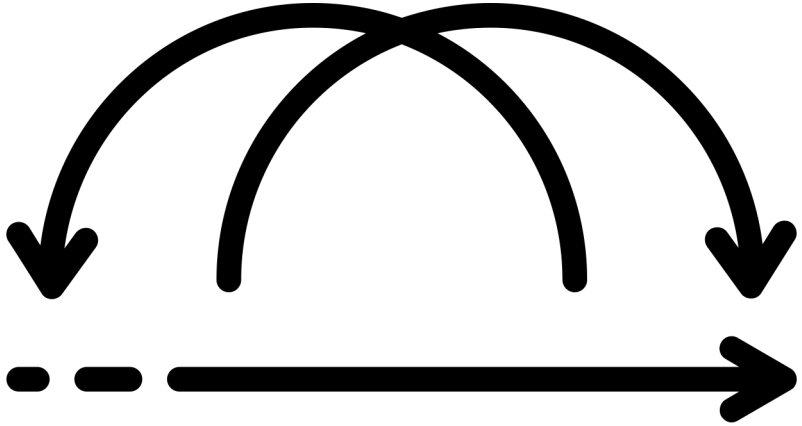
How can we develop and expand
childrens' plurilingualism in schools
as a resource for learning
and for building social understanding and belonging
for ALL learners?

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

	City / COUNTRY	Grade level	Number of students/ participants by class	Language of instruction	students' home languages
L'école française privée	Toronto, CANADA	CM2 (équivalent à la 5e année du système Canadien)	12/12 students	* French + English : 5 h/ wek	7 languages
English school	Toronto, CANADA	Grade 5	25/28 students	* English+ FLS : 45 min/day	17 languages
École d'immersion française	Toronto, CANADA	Grade 5/6	17/20 students	* FSL : 50% (morning) * English: 50% (afternoon)	11 languages
L'école de langue française	Toronto, CANADA	Grade 4/5	26/29 students	*French + English: 45 min/day	14 languages
MidWest school	Madison, US	whole school	variable	*English + Multilingual REACH: 30 minutes/week	17 languages (whole school)
Escuela bilinguë	Madison, US	K-2 (9 classes)	variable	*Spanish : 90% *English: 10%	variable

Cultivating Linguistic and Cultural Collaboration in the Classroom

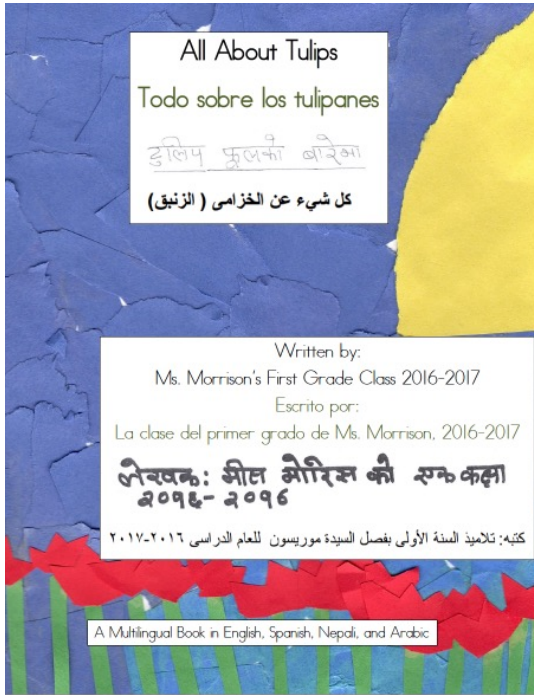
Linguistic and Cultural Collaboration

Lingusitic 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)

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Thematic Unit	What is Family?	Shapes	Feelings & Emotions	Families Around the World	Everyone Has An Accent: Language Variety and Dialect	Digital Citizenship
Project Creation Unit	Many Families, Many Traditions	All About Shapes	Who Am I? Bug Riddles	A Person Who I Admire	Wisconsin History A-Z	Language and Culture Self-Portraits
Mentor Text Unit	Multilingual Inquiry Using *Brown Bear, Brown Bear*	Multilingual Inquiry Using *Charlotte's Web*	Multilingual Inquiry Using *The Color Monster*	Multilingual Inquiry Using *The Little Prince*	Multilingual Inquiry Using *Harry Potter*	**Choose Your Own Language Adventure
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.



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El ciclo de vida de los tulipanes----------8
Que los tulipanes necesitan para crecer----9-12
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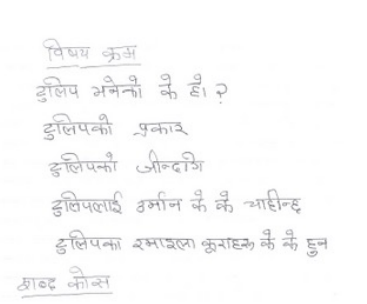
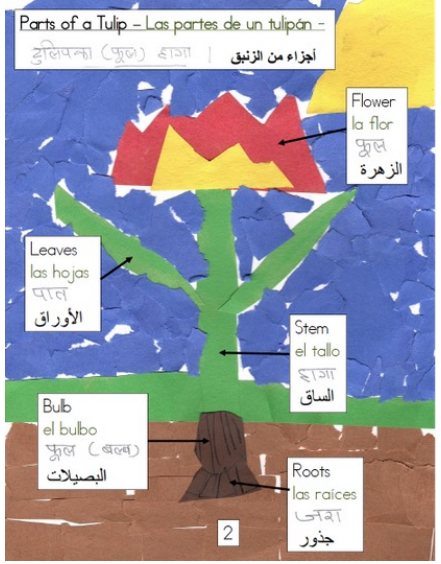
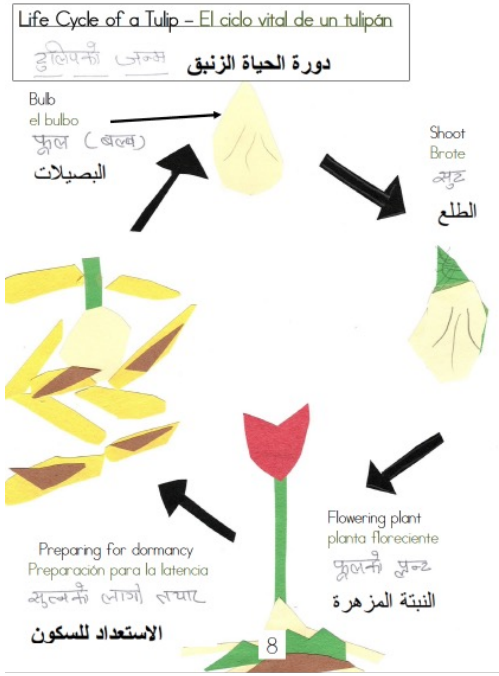
El glosario----------15

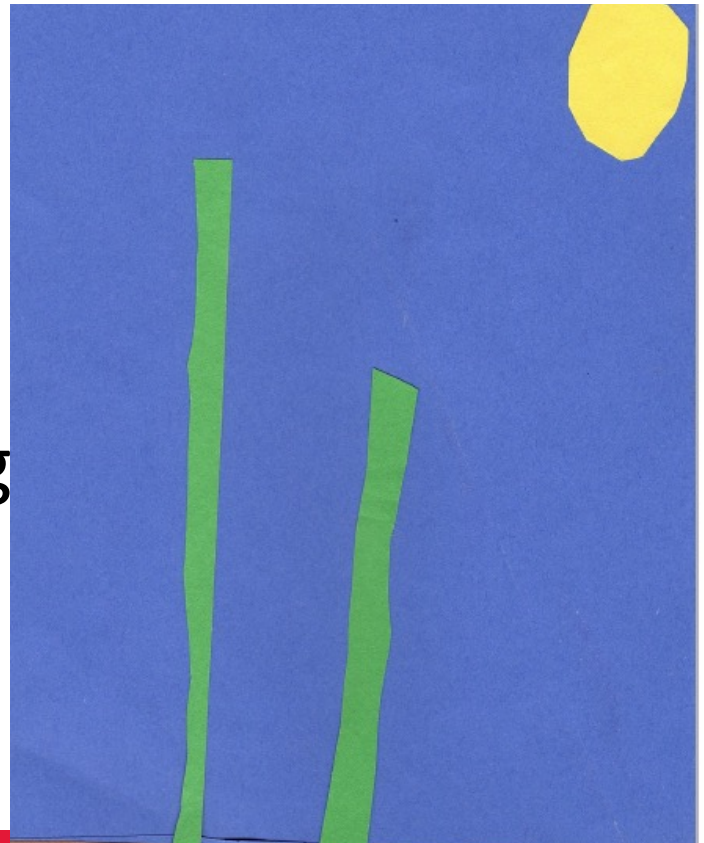

विषय क्रम
टुलिप भनेको के हो ?
टुलिपको प्रकार
टुलिपको जीन्दगि
टुलिपलाई उमाल्न के के चाहीन्छ
टुलिपका रमाइला कुराहरु के के हुन
शब्द कोस

جدول المحتويات
ما هو الزنبق؟
أجزاء من الزنبق
دورة الحياة الزنبق
ما الذى يحتاج له الزنبق إلى النمو
حقائق ممتعة عن الزنبق
المعجم





Reinforcing Content Learning



The stem acts like a straw. It brings water to the rest of the tulip.

El tallo funciona como un pipote. Lleva agua a las otras partes del tulipán.

टुलिप फूल हरेक रङमा पाइन्छ ।
जस्तै रातो, सेतो, पहेलो, गुलाबी र
धाजो रङहरुमा हुन्छन ।

تعمل الجذور على إمتصاص الماء و توصيله الى باقي أجزاء النبتة .

Earth Materials Rock!

¡Materiales de la Tierra son Súper!

ちこうとんぶつロック!

By Ms. Nielsen's Third Grade Class

Por la clase de Ms. Nielsen del tercer grado

2017-2018

A Multilingual Book in English, Spanish, Mandarin Chinese, and Japanese

Introduction Introducción

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 geologist 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 sólidos y líquidos 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 propriedades, 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!

is for eXtrude

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

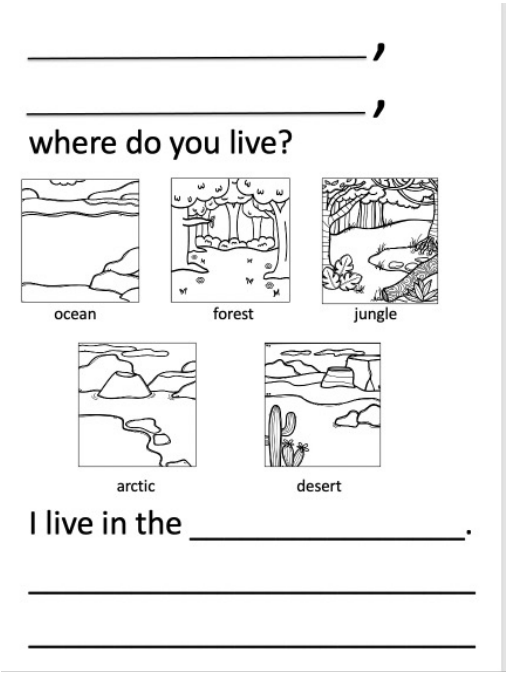
拉伸

つきだす

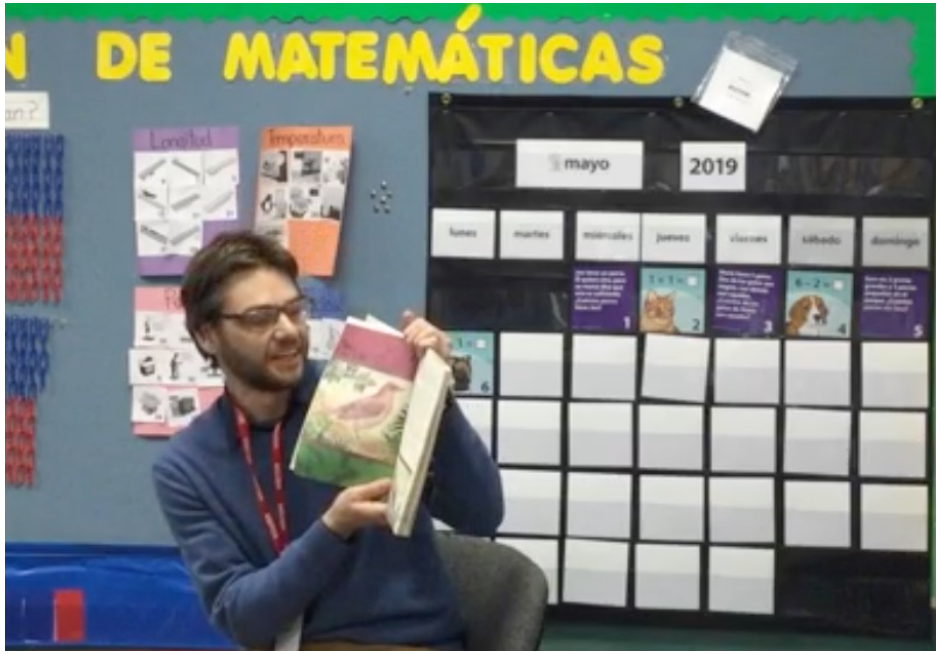
Multilingual Mentor Texts

How many Brown Bear, Brown Bear book puzzles can you complete?

Color each book cover after you have completed its puzzle.



Building metalinguistic and multilingual awareness



Lagarto, lagarto, ¿dónde vives?
Yo vivo en el desierto. Yo como insectos.

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

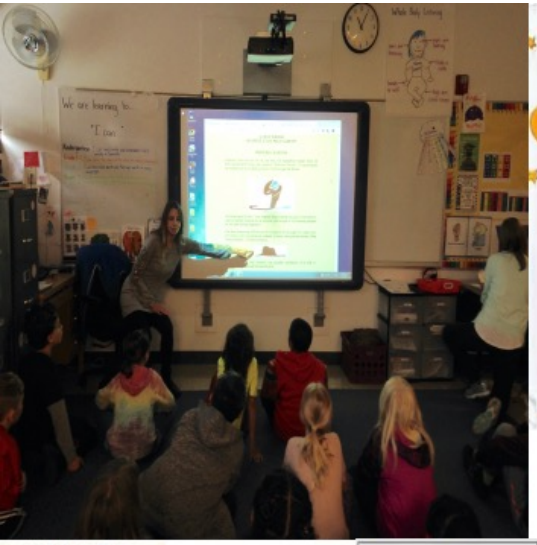
도마뱀아, 도마뱀아, 너는 어디에 사니?
나는 사막에 살아. 나는 곤충을 먹어.

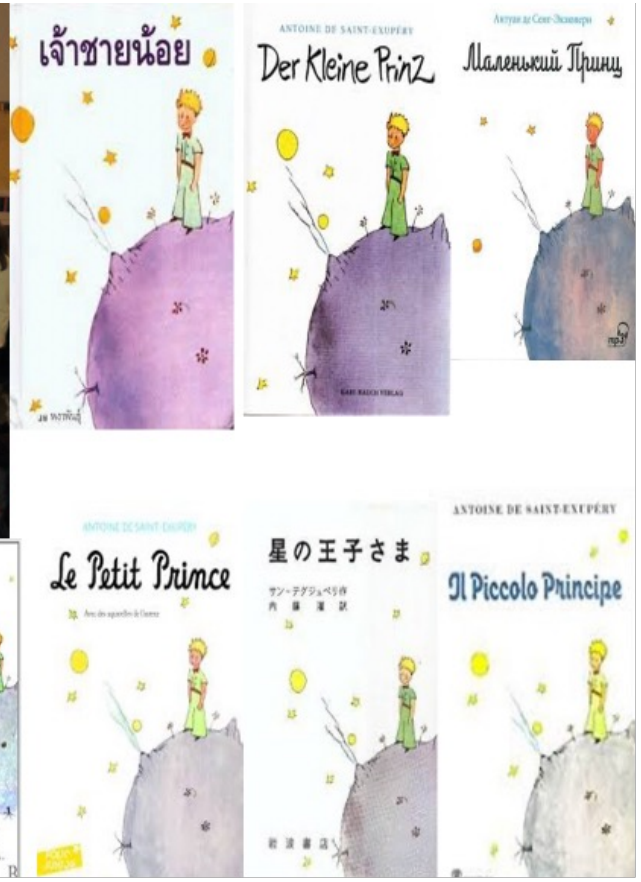
Lézard, lézard, où habites-tu ?
J'habite dans le désert. Je mange des insectes.

español Spanish 스페인어	inglés English 영어	coreano Korean 한국어
búho	owl	부엉이 (bueong-i)
camello	camel	낙타 (nagta)
araña	spider	거미 (geomi)
tiburón	shark	상어 (sang-eo)
lagarto	lizard	도마뱀 (domabaem)
pingüino	penguin	펭귄 (peng-gwin)
loro	parrot	앵무새(aengmusae)
mono	monkey	원숭이 (wonsung-i)
oso pardo	brown bear	갈색곰 (galsaeggom)
orca	killer whale	범고래 (beomgolae)
ballena	whale	고래 (golae)
ardilla	squirrel	다람쥐 (dalamjwi)
gorila	gorilla	고릴라 (golilla)
delfín	dolphin	돌고래 (dolgolae)
pulpo	octopus	문어 (mun-eo)
oso polar	polar bear	북극곰 (bug-geug gom)

francés French 불어	maayah t'aan maya yucateco Yucatec Maya 유카텍 마야 언어	espanol Spanish 스페인어
hibou	xooch'yóok'ol	búho
chameau	camello	camello
araignée	batso'	araña
requin	tiburón	tiburón
lézard	áayin	lagarto
pingouin	pingüino	pingüino
perroquet	x t'uut'	loro
singe	ba'ats	mono
ours brun	oso pardo	oso pardo
orque	orca	orca
baleine	ballena	ballena
écureuil	ku'uk	ardilla
gorille	gorila	gorila
dauphin	delfín	delfín
pieuvre	pulpo	pulpo
ours polaire	oso polar	oso polar

Normalizing explicit discussions about languages and language users





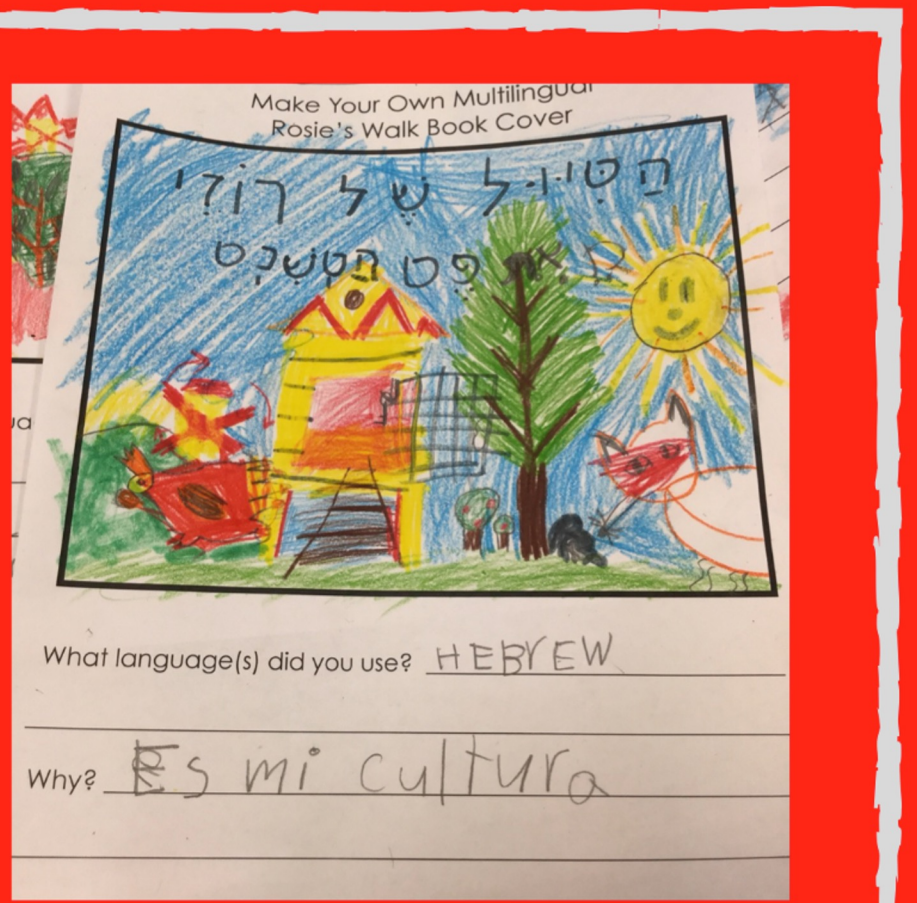
Student 1: Is this Arabic or Hebrew?
I am confused.

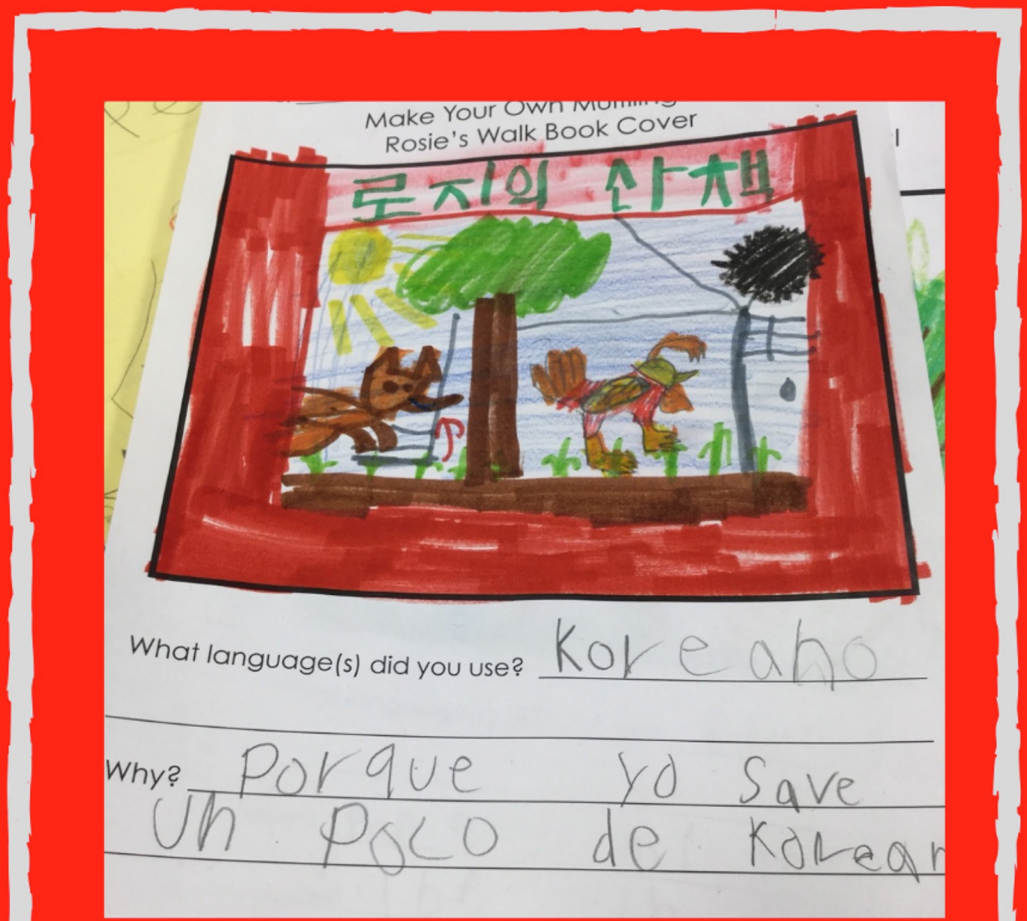
Student 2: I know this one is Arabic because this is how you spell my Dad's name.

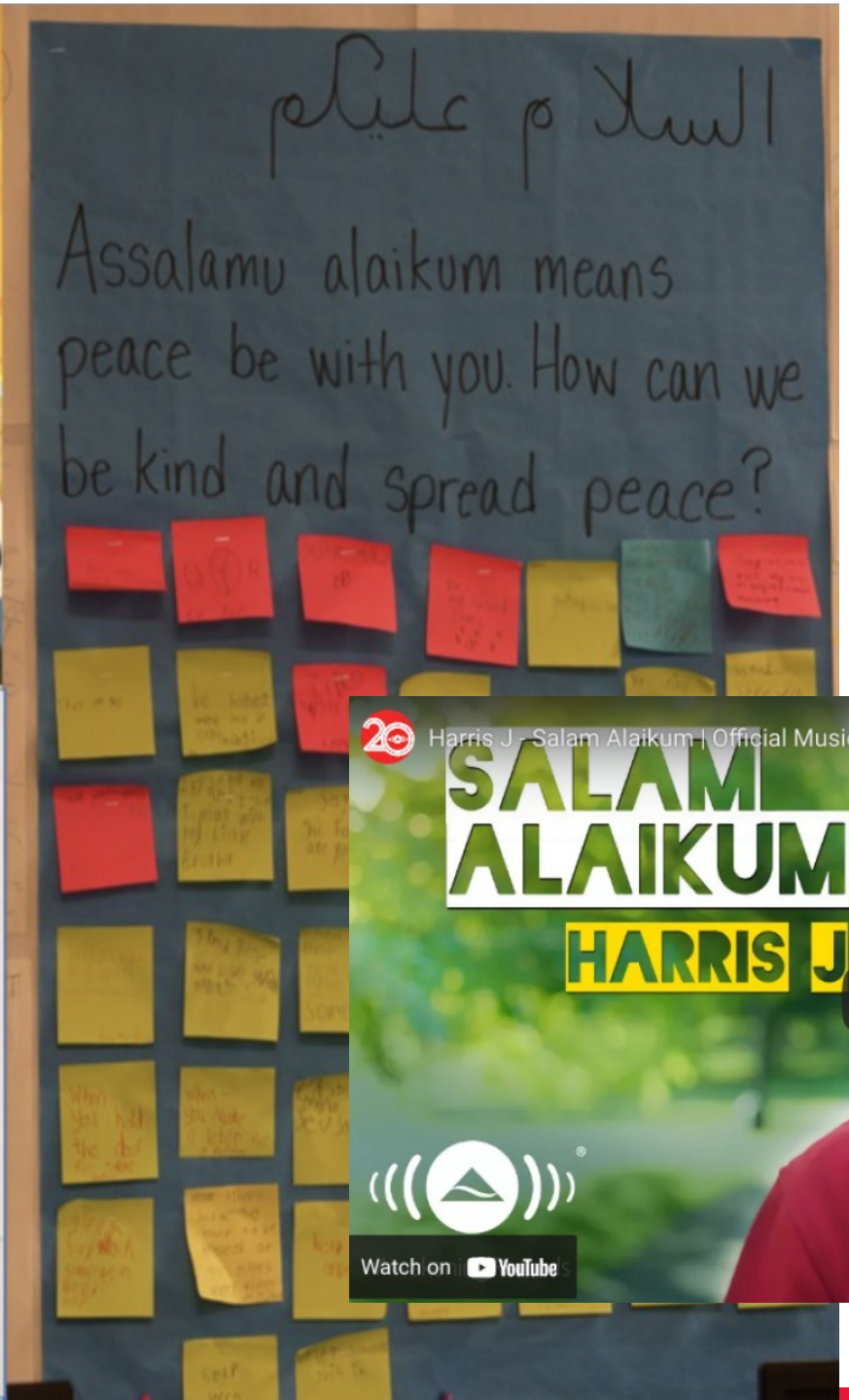
Student 1: ok so this is Hebrew.

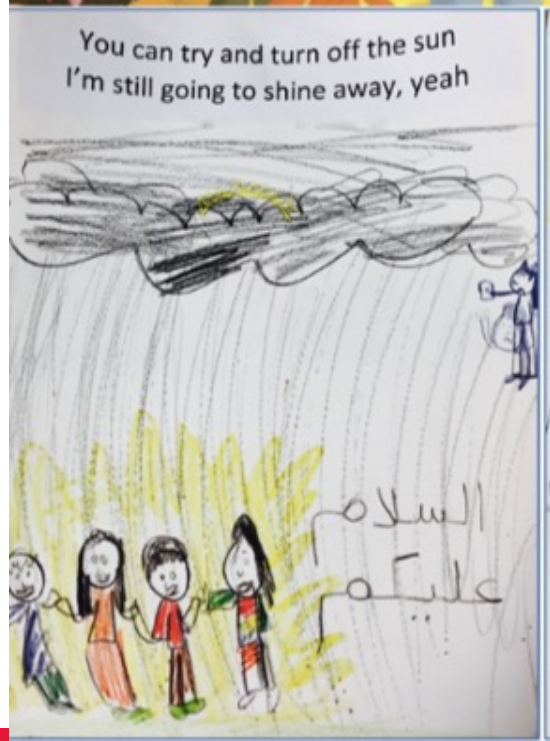
Student 3: I chose [to use] Japanese because it looks cool and my karate teacher uses Japanese.

Making Space for Students' Linguistic Identities and Use of their Whole Communicative Repertoires



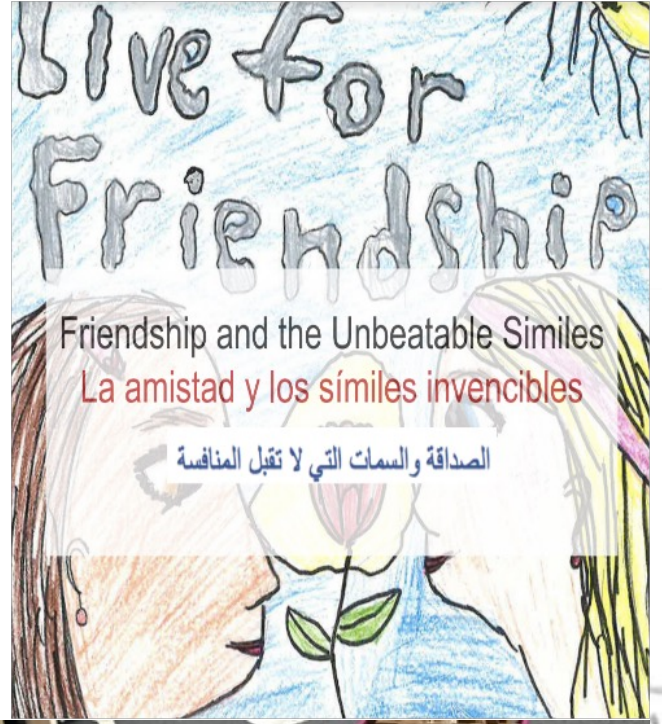


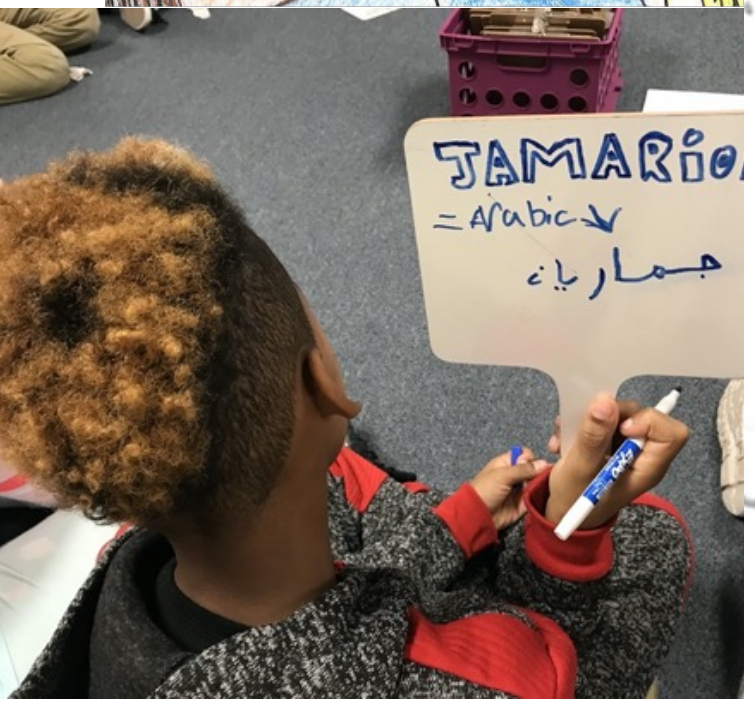




Building connections across content areas

Leveraging Family and Community Language Expertise





Friendship is as encouraging as a football coach.

الصداقة مشجعة كمدرب كرة قدم.

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

العثور على صديق يشبه محاولة العثور على إبرة في كومة قش لأنه من الصعب العثور عليها

Friendship is as fun as a water slide.

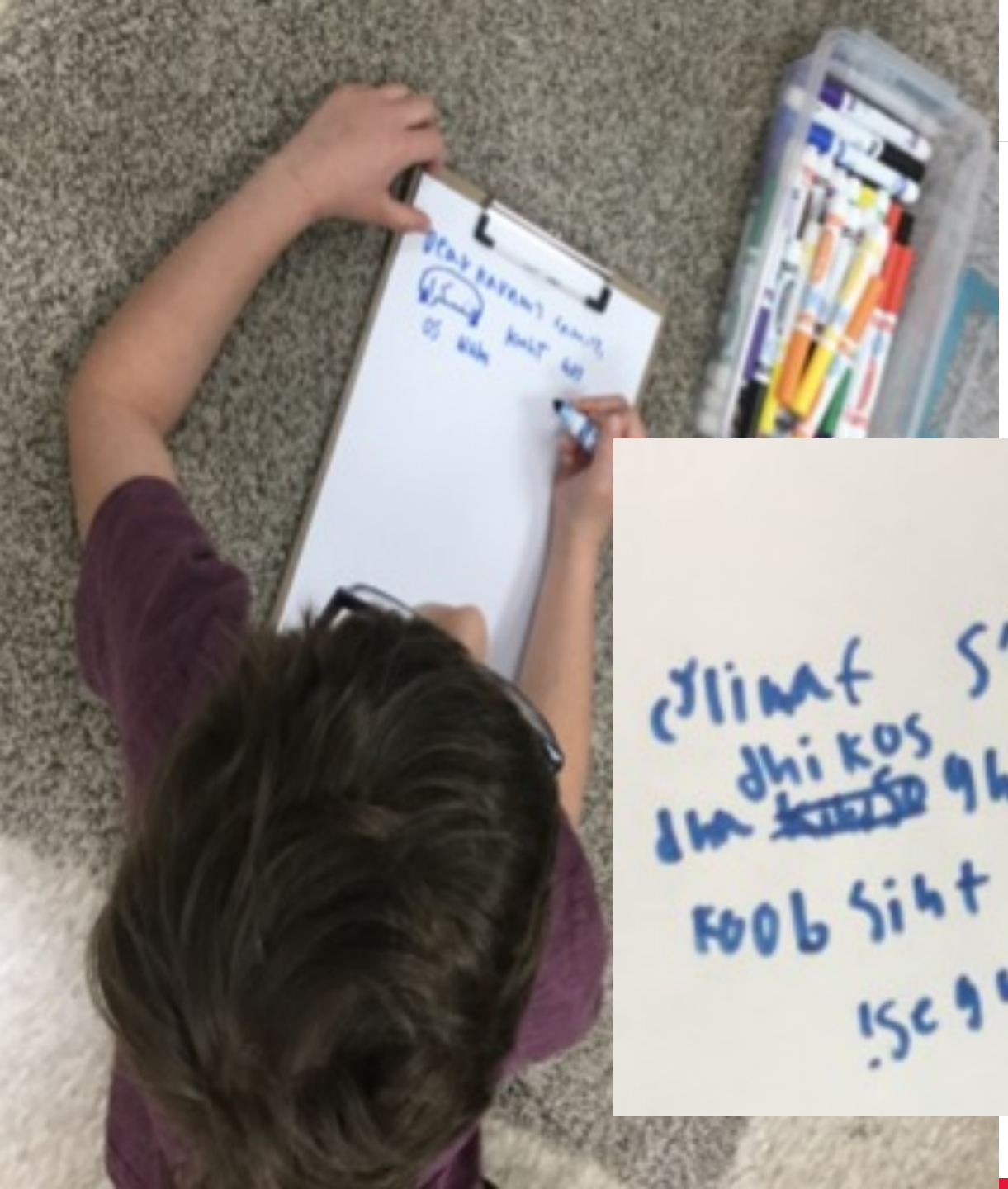
الصداقة هي متعة مثل شريحة المياه

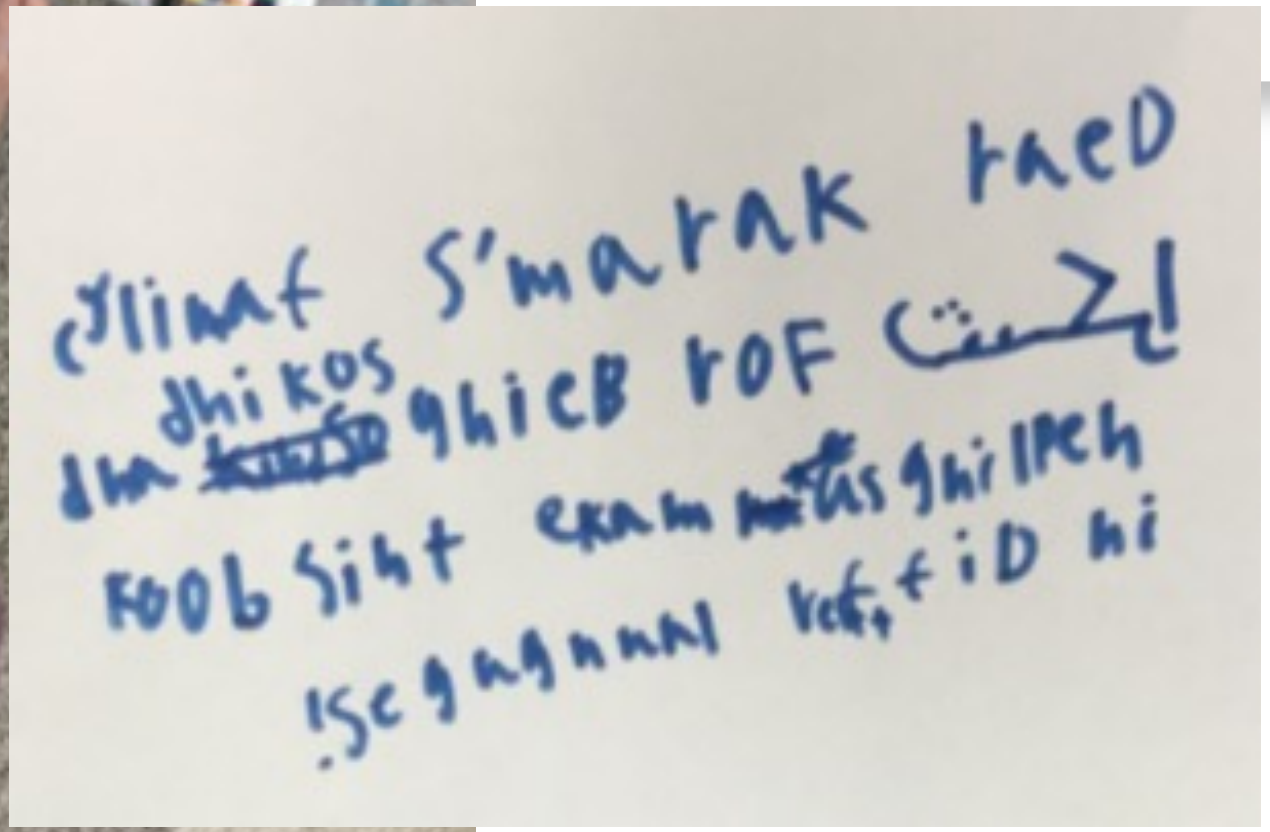
A friend is as kind as a family member.

الصديق هو مثل أحد أفراد الأسرة. صديق

A friend is like tacos because tacos are fun.

صديق مثل سندويشات التاكو لأن التاكو والمرح



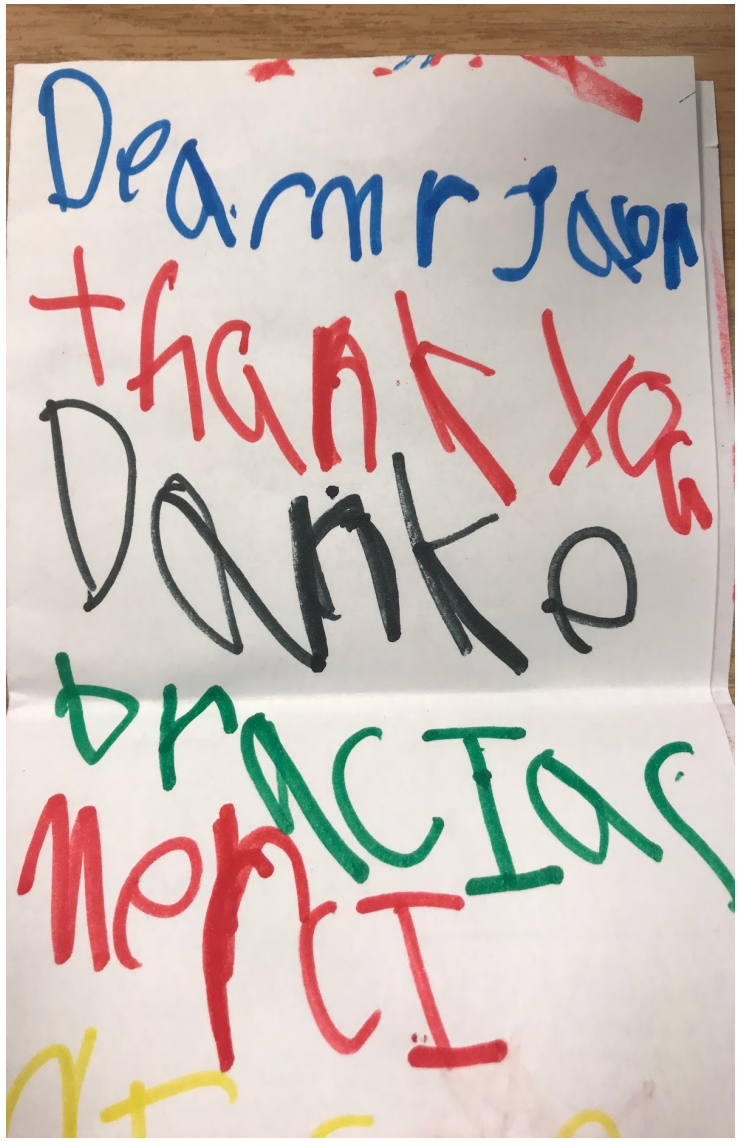


Thank you!

شكرا!

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.

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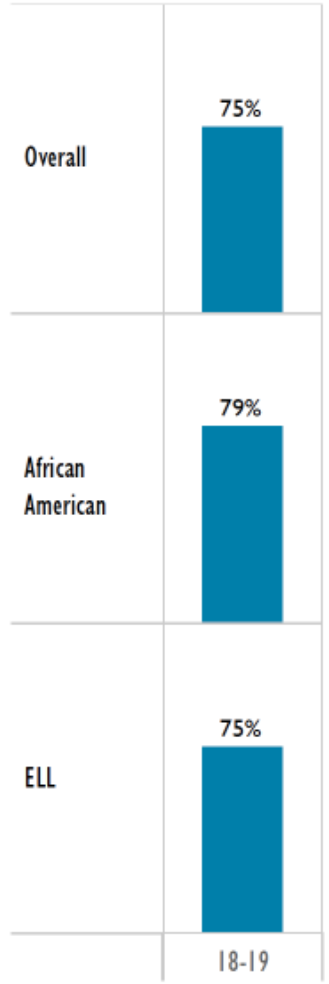
Celebrating Collaborative, Creative and Critical Multilingual Production in Community

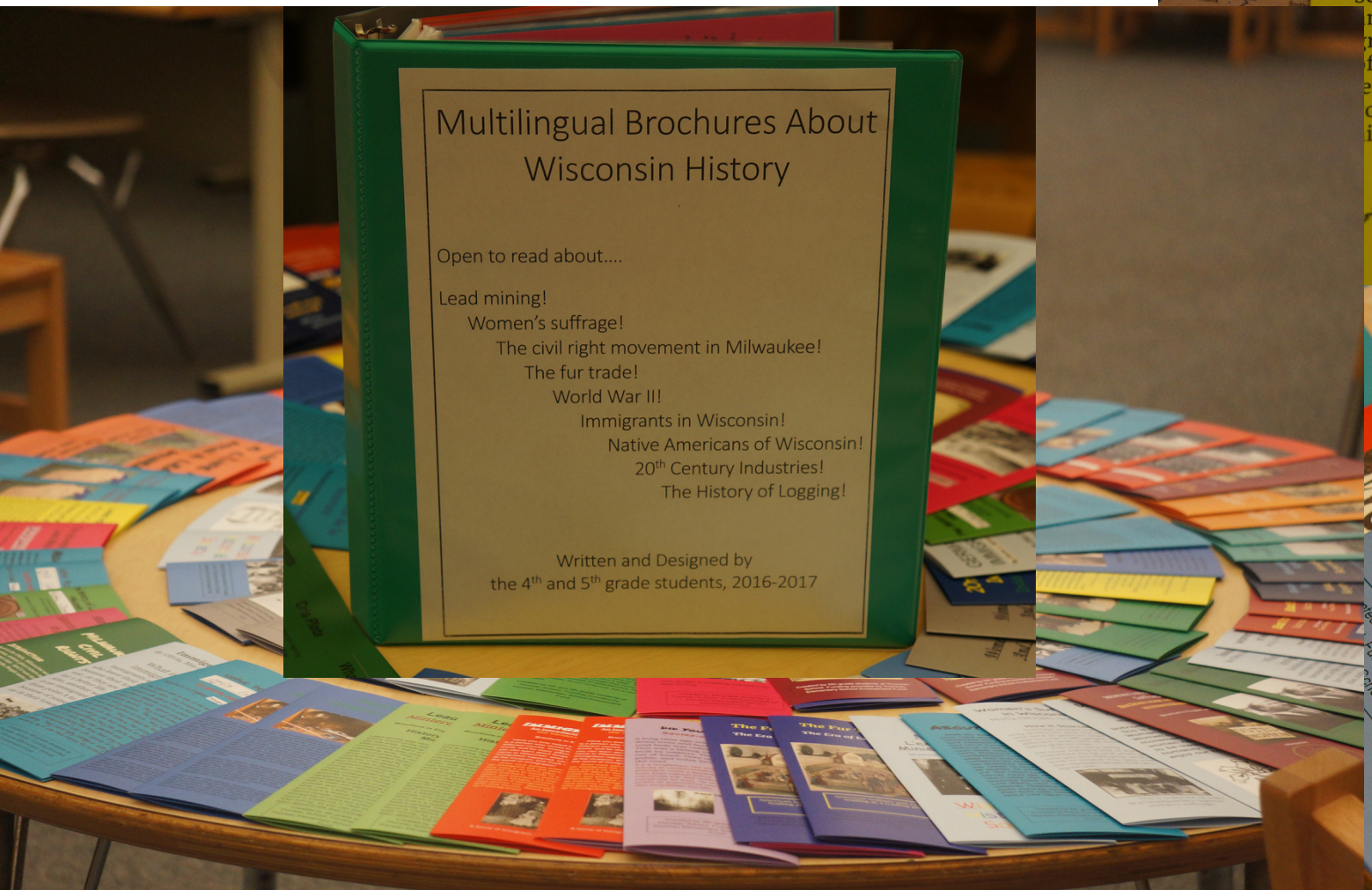
Climate Survey: I feel I belong at this school.

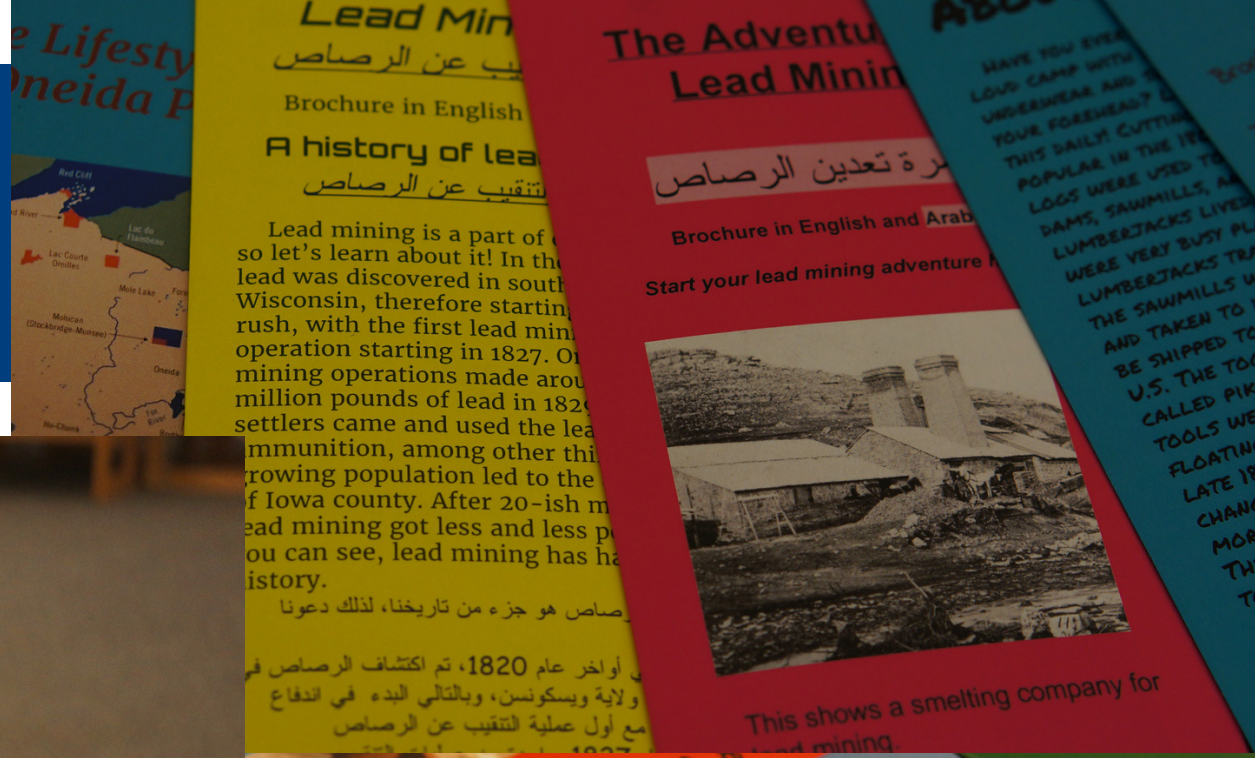


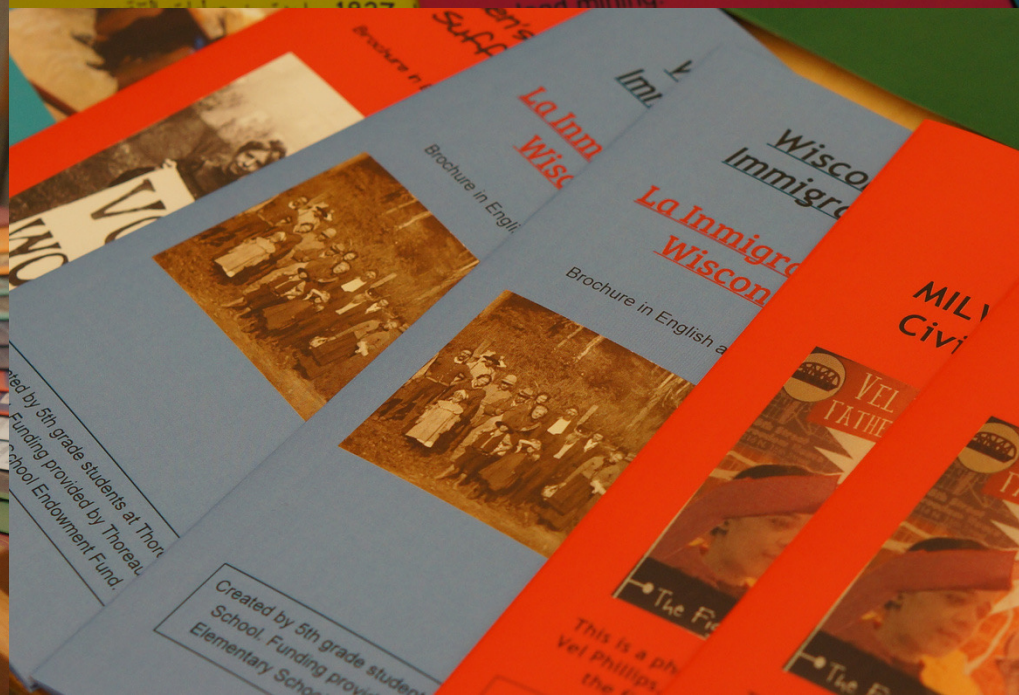
From Language Awareness to Language Activism

Multilingual Activism beyond the classroom

CELEBRATING 175 YEARS
1846 2021
WISCONSIN HISTORICAL SOCIETY







Producing Multilingual Books for ALL:

When schools and libraries join forces

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 l**inguistically 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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Multilingual REACH website
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