



Title of Project:

Exploring the Impact of Plurilingual Education on Adult English Language Learners' Linguistic and Cultural Repertoire

Researcher:

Angelica Galante
OISE – University of Toronto
angelica.galante@mail.utoronto.ca



Angelica Galante

Research Supervisor:

Dr. Enrica Piccardo
OISE – University of Toronto
enrica.piccardo@utoronto.ca

Project Summary:

Linguistic and cultural diversity is inherent in many urban centres worldwide and despite its importance, this diversity is typically neglected in English Language Teaching (ELT), preventing students from using the knowledge of languages and cultures they already know to learn new ones (Piccardo, 2013). Due to globalization, immigration and constant mobility, the national and global landscapes have become more diverse, and investigating alternative ways of learning languages is significant to prepare English language learners (ELLs) to this new era. With its origins in Europe, plurilingual education has been slowly gaining popularity in other continents as an alternative framework for language learning. With a consolidated body of theoretical literature, empirical studies investigating plurilingualism in education have shown it can contribute to the development of language learners' cultural empathy (Dewaele & van Oudenhoven, 2009) and enhancement of metacognitive skills (Vorstman et al., 2009). However, monolingual practices seem to still prevail in ELT and teachers are not yet prepared to address linguistically diverse classrooms (Ellis, 2013). Although educational policies in some countries—mainly European—seem to support the practice of plurilingualism, practical application remains a challenge (Pauwels, 2014). This mixed methods research addresses these challenges by investigating how plurilingual education differs from monolingual education in a linguistically and culturally diverse educational context in North America. Findings will contribute to one of TIRF's priority key topics—investigating plurilingualism in educational contexts—to inform language policy in linguistically and culturally diverse countries, as well as bridge the gap between the theory of plurilingualism and its practice.



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