

# Appreciating linguistic repertoire: the role of multilingual identity in language education

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# Today's talk

1. Diversity
2. Multilingualism
3. Translingual pedagogy
4. Multilingual identity
5. Closing thoughts

# Diversity of the teaching cohort

- Diverse in **background**: where born, or migration history
- Diverse in **multilingual profile**
- Diverse in **English language proficiency**: they may be new to English, use English as a main language but not yet at expected proficiency, or be fluent bi/multilingual in English and other language/s.
- Diverse in **educational background**: different school/university systems, familiarity with certain curricula.
- Diverse in their **literacy**: they may be familiar with the Latin-based alphabet/script, or may be literate in a non-Latin based alphabet/script or not literate at all.
- Diverse in what they think **good teaching** is!

# Thinking about Diversity

- Language pedagogy in the context of 'super-diversity' (Vertovec, 2007)?

## Conceptualisations of bi/multilingualism

- Longstanding debates around definitions of bi/multilingualism (e.g. Ayres-Bennett & Fisher, 2022; Berthele, 2021; Cenoz, 2013) and monolingualism (e.g. Ellis, 2008):
  - Number of languages
  - Level of proficiency
  - Type and frequency of use

“It is accepted by many that bilingualism is best regarded as a continuum”  
(Ellis, 2008, p.175).

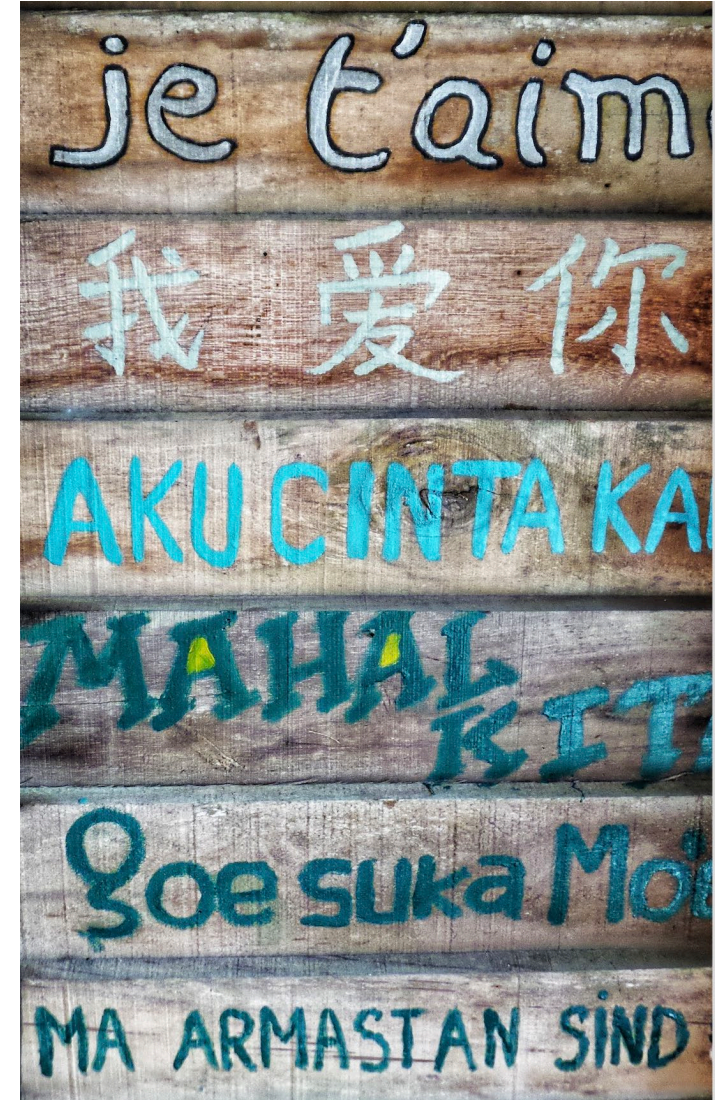
“What represents a prototypical bilingual is also a product of the cultural model of language competence in place in a particular context” (Berthele, 2021, p.89).

# Multilingualism and diversity

- Multilingualism is the norm
- Everyone has a “*linguistic repertoire*” – an inventory of linguistic resources

# Multilingualism

- Focus on multilingualism as a phenomenon (Aronin & Ó Laoire, 2001; Jessner, 2006, 2008; Aronin & Hufeisen, 2009; Cenoz, 2013)
- The “multilingual turn” (Conteh & Meier, 2013; May, 2013)
- However... “... in society at large or in mainstream education monolingual ideas remain dominant” (Gorter & Arocena, 2020)



# Multilingualism and learning

- The notion of multicompetence (Cook, 1995) recognises multilinguals as having a 'common underlying proficiency' (Cummins, 1991) rather than separate proficiencies in their languages, and as being not just the sum of two or more monolinguals (Grosjean, 1989).
- L1 and L2 (Lx) are not separate systems separated by clear boundaries, but instead merged or overlapping systems which exist in one mind and are continuously developing (Cook, 2002, Kroll & Ma, 2017)
- Learners with a multilingual repertoire incur benefits in further language learning (Cenoz, 2003; Hirosh & Degani, 2017; Rutgers & Evans, 2017), and may experience cognitive benefits (Adesope et al., 2010) that could impact on learning and academic attainment generally.



# Sociocultural theory

- Language is used as a semiotic tool to regulate ourselves (intrapsychological) and to regulate others (interpsychological).
- Inner voice and private speech are essential components of the way we think and act and are almost always carried out in L1 (Brooks & Donato, 1994. see also Resnik, 2021). The L1 is a psychological tool that mediates what we do (inner speech → private speech)
- It can be used for students to provide scaffolded help to each other where there is a shared L1 (ZPD)
- It can be used to achieve intersubjectivity (or a shared perspective on a task)

# What does this mean for the classroom?

- Languages classrooms have been monoglossic spaces: “two solitudes” (Cummins, 2005: 588) or “separate bilingualism” (Blackledge & Creese, 2010).
- Teachers are professional mediators (Coste & Cavalli 2015) and a fundamental resource in helping students mediate knowledge and the environment

# Translanguaging

“Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximise communicative potential. It is an approach to bilingualism that is centred, **not on languages** as has often been the case, **but on the practices** of bilinguals that are readily observable in order to make sense of their multilingual worlds.”  
(Garcia, 2009, p.235)

# Pedagogical translanguaging?

- Translanguaging pedagogy is often used as an umbrella term to refer to “pedagogical strategies used to learn languages based on the learners’ whole linguistic repertoire” and “spontaneous multilingual practices ... used in a pedagogical way” (Cenoz & Gorter, 2017, p. 314).

# Benefits of translanguaging for EAP?

- Ideas generation, structuring information (Prilutskaya & Knoph 2020; Turnbull, 2019)
- Text comprehension and paraphrasing (Hungwe, 2019)
- Student participation, understanding writing concepts (Ngubane et al., 2020)
- Draft writing, creativity and metalinguistic analysis (Canagarajah, 2011)
- Using linguistic repertoire, establishing multilingual identities (Cummins et al., 2015; Hiller 2021)

# Challenges to translanguaging pedagogy

- monolingual ideologies are prevalent at policy, institution and classroom levels in higher education (e.g., Carroll & van den Hoven, 2017; Chang, 2019; Gorter & Arocena, 2020)



## The knowledge base of teaching in linguistically diverse contexts: 10 grounded principles of multilingual classroom pedagogy for EAL

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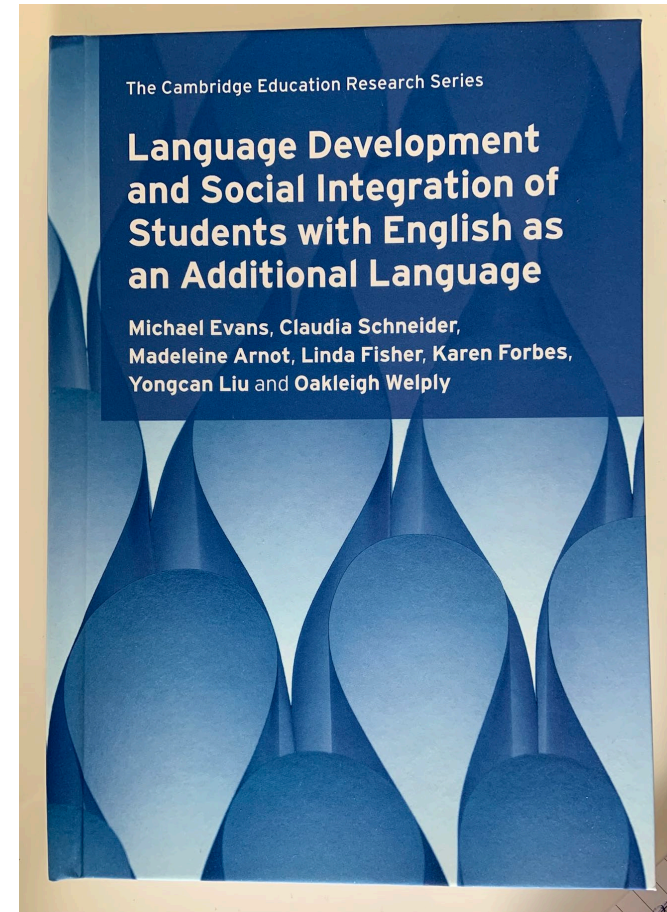
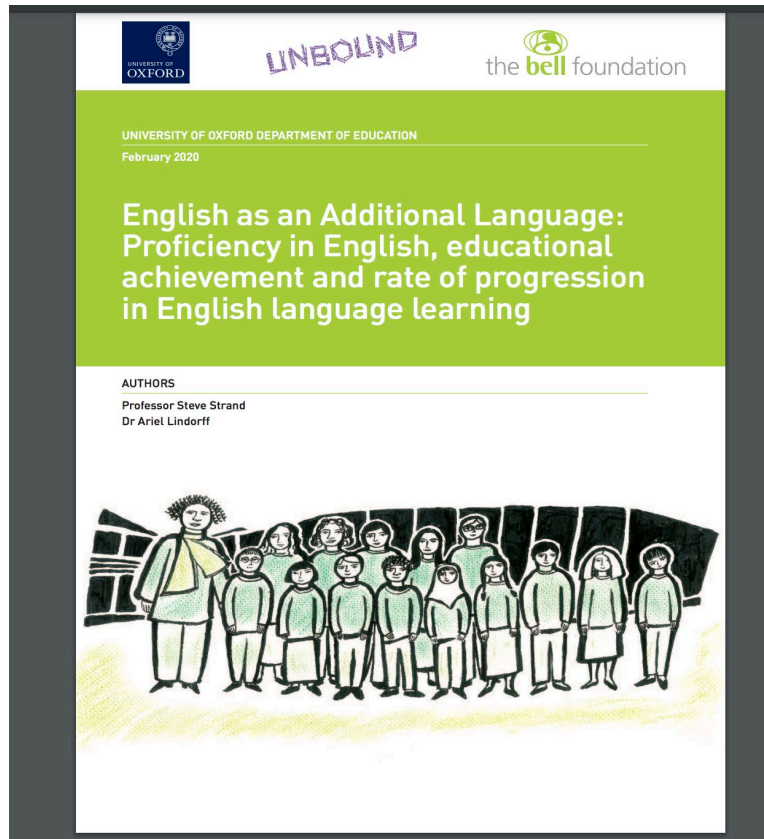
### **ABSTRACT**

This paper aims to define the knowledge base of teaching in linguistically diverse secondary schools in England. Based on extensive interviews with the teachers across two schools, the paper identifies a range of good practices centred on flexibility and differentiation. These include diversifying teaching resources by using bilingual materials and dialogic tasks, as well as making adjustments to teaching by simplifying input and including cultural references. These practices are characterised by ‘a situated child-centred approach’ which is underpinned by 10 core principles of multilingual classroom pedagogy for English as an additional language. Implications for education policy and practice are also discussed.

### **KEYWORDS**

Knowledge base of teaching; teacher knowledge of linguistic diversity; multilingual classroom pedagogy; English as an additional language; situated child-centred approach

# English as Additional Language (EAL) and research



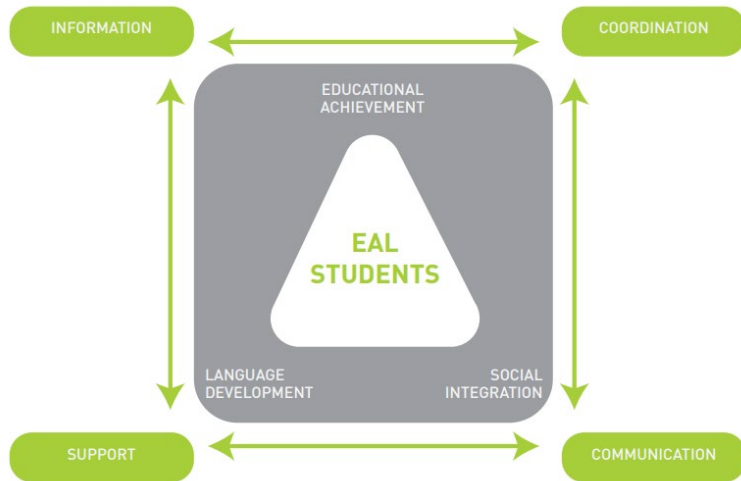


# Language development and achievement

Longitudinal project funded by the Bell Foundation exploring the language development, social integration and school achievement of recently-arrived migrant students in the East of England.

Collaboration between the Faculty of Education and Anglia Ruskin University.

Tracked 22 recently arrived EAL pupils in 2 schools in the East of England, interviews were also conducted with members of the SMT, classroom teachers of core subjects (English, maths, science, history/humanities and MFL), and with parents.



## Report and publications

Evans, M., Schneider, C., Arnot, M., Fisher, L., Forbes, K., Liu, Y. & Welply, O. (2020). *Language development, social integration and academic achievement of EAL students*. Cambridge: Cambridge University Press

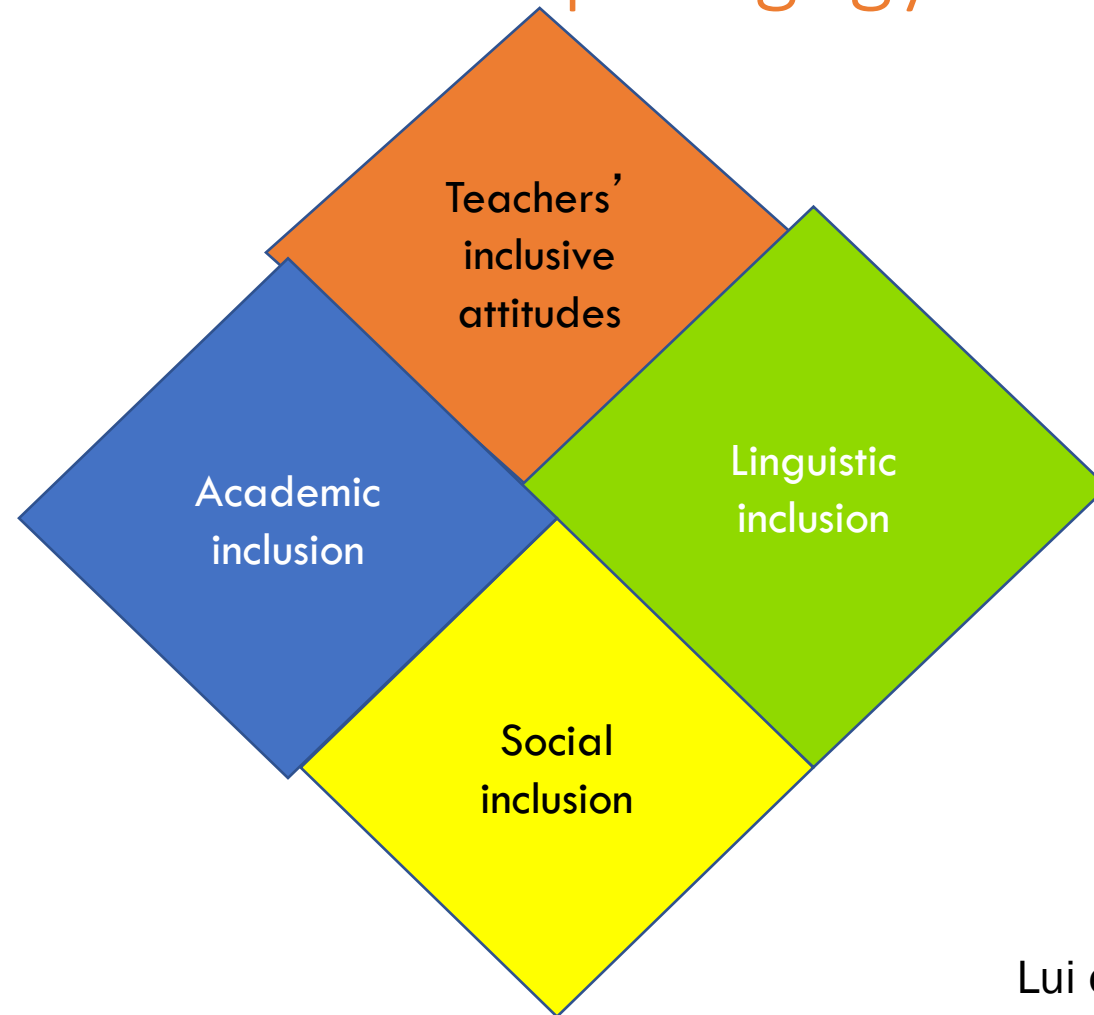
Liu, Y., Fisher, L., Forbes, K. & Evans, M. (2017). The knowledge base of teaching in diverse contexts: Ten grounded principles of multilingual classroom pedagogy. *Language and Intercultural Communication*.

Evans, M., Schneider, C., Arnot, M., Fisher, L., Forbes, K., Hu, M. & Liu, Y. (2016). *Language development and school achievement: Opportunities and challenges in the education of EAL students*. Cambridge: Bell Foundation.



# A diamond model of inclusive pedagogy

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Lui et. al. (2017)

# Teachers' inclusive attitudes

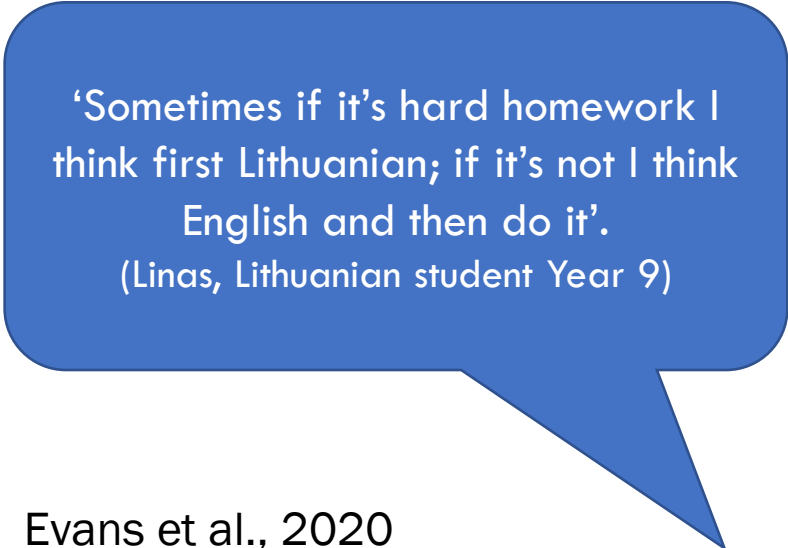
- Seeing ALL learners as on a literacy journey
- De-labelling
- Valuing EAL learners as assets
- Teachers being willing to learn

# Exclusive use of English in educational contexts?

- Teachers' proficiency
- English, as the school language, is seen as key to academic and therefore economic success.
- Proficiency in English as a prerequisite for social integration

# Language of thought?

- Students in our research commented that they were more likely to think in the L1 at home as that was what was spoken there, and to think in English in school.
- For others, however, the conscious decision relied on **whether the task was perceived as easy or difficult**.



'Sometimes if it's hard homework I think first Lithuanian; if it's not I think English and then do it'.  
(Linus, Lithuanian student Year 9)

# Academic inclusion: Bi/multilingual support

## Bilingual support:

- Translation e.g. *Google Translate* or bilingual dictionaries
- bilingual materials (books e.g. *Romeo and Juliet*) or laminated support cards
- Bilingual assistants

# Learning Together

## *Scaffolding knowledge*

- Group work and collaborative learning (“pair and share”)

*“If one student doesn’t (know) and another student does then they’ve got to communicate on the table to make sure that whoever gets asked on their table is then able to, you know, give a shot at explaining and giving the answer ... so by the pure fact that one student has to explain to another student how to do it, it then embeds their knowledge as well.” (Maths teacher, Parkland School)*

How might thinking about our multilingual identity be relevant?





When **shared knowledge is problematized** and creativity and incomprehension are both at issue, people reflect on their own and others' communication, assessing the manner and extent to which this matches established standards and scripts for 'normal' and expected expression. This connects with another major contemporary concern in sociolinguistics and linguistic anthropology – **metapragmatic reflexivity about language and semiotic practice**.

Even though it is now recognized that reflexivity is actually pervasive in all linguistic practice, this is a substantial departure from sociolinguists' traditional prioritization of tacit, unselfconscious language use, and it now features as a prominent focus in a range of empirical topics.

(Blommaert & Rampton, 2011; 8)

# The MEITS team

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



# The influence of multilingual identity on language learning

MULTILINGUALISM:

Empowering  
Individuals

Transforming  
Societies



Linda Fisher



Michael Evans



Yongcan Liu



Karen Forbes



Angela Gayton



Dee Rutgers



Harper Staples



UNIVERSITY OF  
CAMBRIDGE

Faculty of Education



1: Conceptualising multilingual identity

2: Modelling learners' multilingual identity

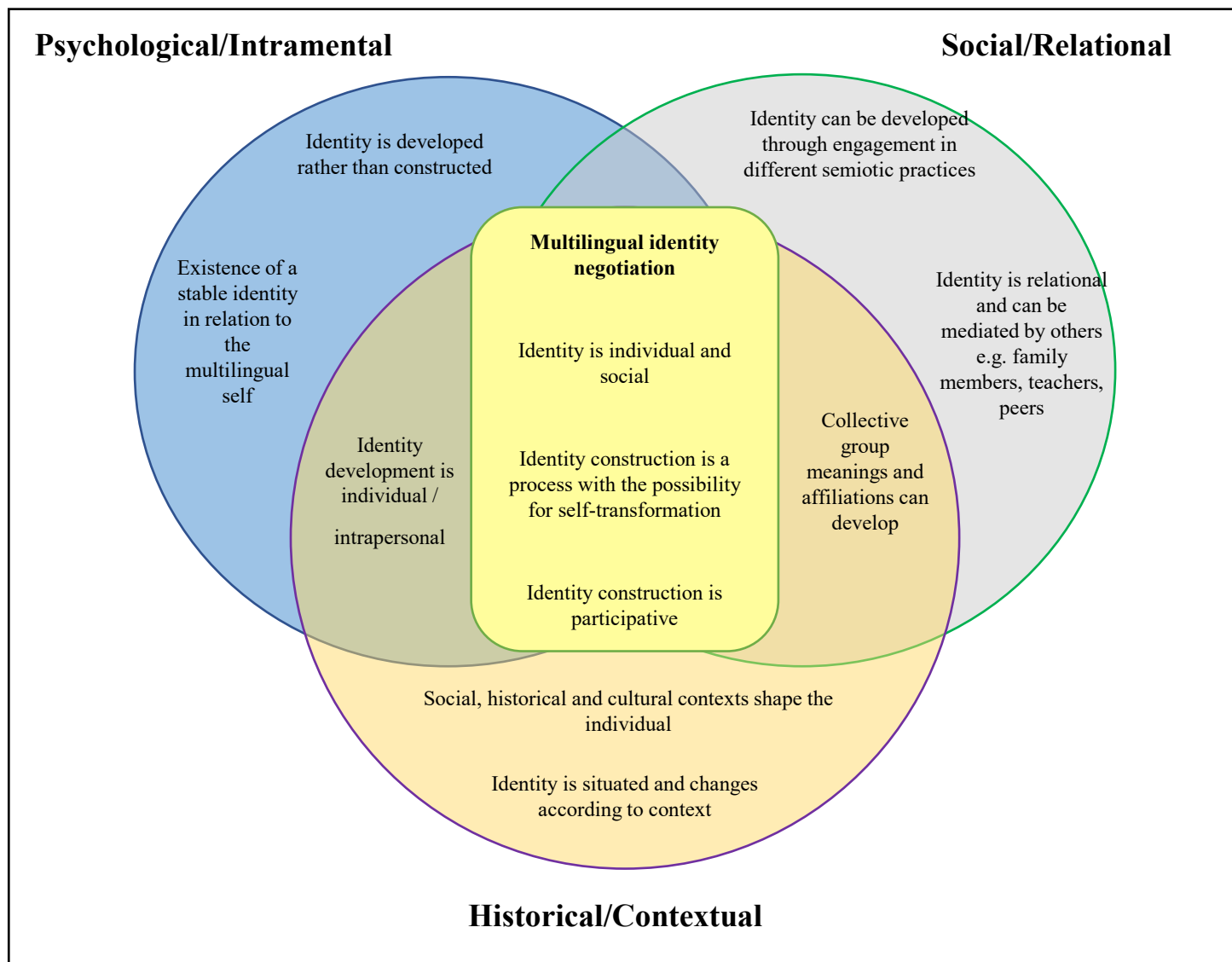
3: Exploring relationships between adolescents' multilingual identification and academic attainment

4. How can a pedagogical intervention support the development of multilingual identities?

# 1. Conceptualising multilingual identity

# Conceptualising multilingual identity

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



# Commonalities

Each of the perspectives acknowledges that:

- Identity is both an **individual** and a **social** phenomenon;
- Each contains a focus on *identification as a process* rather than a fixed condition;
- As such, there is the possibility that at least some aspects of identity are **subject to change** and we are able, at least to some extent, to actively create our identities.

# Language and identity

- Identity is both the source and the product of language practice; not only do languages shape identities, but identities also shape language (Joseph, 2004).
- There is a “language-identity nexus” Joseph (2004; 12): these are seen as “inseparable” constructs.
- "Language acts are acts of identity“ (Tabouret-Keller 1997; 315)



## What do **we** mean by “multilingual”?

Our all-encompassing view of multilingualism:

‘Multilingual identity’ is more concerned with an individual’s *relationship* with their linguistic repertoire than it is with the exact constitution of this repertoire, though the two may well correlate.

If we as researchers were to *identify* our participants, we would ascribe **all** the term ‘multilingual’ (see Fisher et al., 2020, Haukas et al., 2021).



- **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).

# Read more about this here...

INTERNATIONAL JOURNAL OF MULTILINGUALISM  
2020, VOL. 17, NO. 4, 448-466  
<https://doi.org/10.1080/14790718.2018.1524896>

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## Participative multilingual identity construction in the languages classroom: a multi-theoretical conceptualisation

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### ABSTRACT



Multilingual identity is an area ripe for further exploration within the existing extensive body of identity research. In this paper we make a case for a conceptual framework that defines multilingual identity formation in terms of learners' active involvement, and proposes the classroom as the hitherto underused site for participative identity (re)negotiation. After reviewing three key theoretical perspectives on identity (the psychosocial, sociocultural and poststructural) for points of intersection and difference, we propose a new framework for a multi-theoretical approach to the conceptualisation and investigation of multilingual identity. This places it at the nexus of (a) individual psychological development, (b) the relational and social, and (c) the historical and contextual. Arguing that a participative perspective can take the field forward, we present a theorised model for classroom practice that provides a structure within which individual learners of a foreign language might explore, with reference to a range of sociolinguistic knowledge, the extent of their current linguistic repertoire. In addition, they are asked to explicitly consider their identity and identifications and offered the agency to (re)negotiate these in terms of multilingual identity, the development of which may be important for investment in language learning.

### ARTICLE HISTORY

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### KEYWORDS

Multilingualism, multilingual identity, participation, multilingual education, self, reflexivity

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### 1. Introduction

Identity remains one of the major constructs for debate and research in the early twenty-first century. Ethnic, religious, gender, class and personality aspects of identity, to name but a few, have become an



Fisher, L., Evans, M., Forbes, K., Gayton, A., & Liu, Y. (2020). Participative multilingual identity construction in the languages classroom: a multi-theoretical conceptualisation. *International Journal of Multilingualism*, 17(4), 448–466. [doi.org/10.1080/14790718.2018.1524896](https://doi.org/10.1080/14790718.2018.1524896)

## 2. Modelling learners' multilingual identity

## Research context

- 7 secondary schools in England
- 2000+ students (age 11-16)



# Data collection



Longitudinal study



Demographic data



Data on student perspectives



Achievement data



Intervention in 4 schools



# 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)					

# Research design: questionnaire

## Definitions of multilingualism

D2. Please tell us what you think these words mean (if you want you can give an example):

*Monolingual*

.....  
.....  
.....

*Multilingual*

.....  
.....  
.....



# Research design: questionnaire

## Multilingual visual analogue scale (mVAS) and rationale

Now put a cross on the line to show where you would put yourself on this scale:

**FOR EXAMPLE**, on this scale, if you believed yourself to be very musical, you might put a cross here:

*musical*      — **X** —————      **not musical**

Now try it with this one:

*Monolingual*      —————      *Multilingual*

Please tell us why you put the cross there:

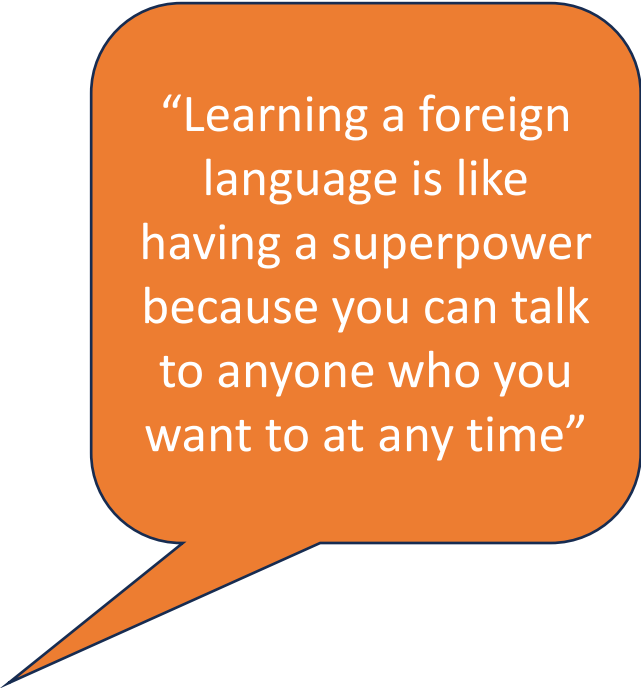
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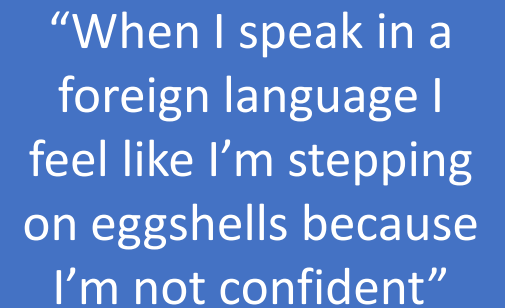
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# Capturing multilingual identity

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



"Learning a foreign language is like having a superpower because you can talk to anyone who you want to at any time"



"When I speak in a foreign language I feel like I'm stepping on eggshells because I'm not confident"



## Capturing multilingual identity

- **Evaluations** (self & other) of multilingualism, languages and language learning. For example:

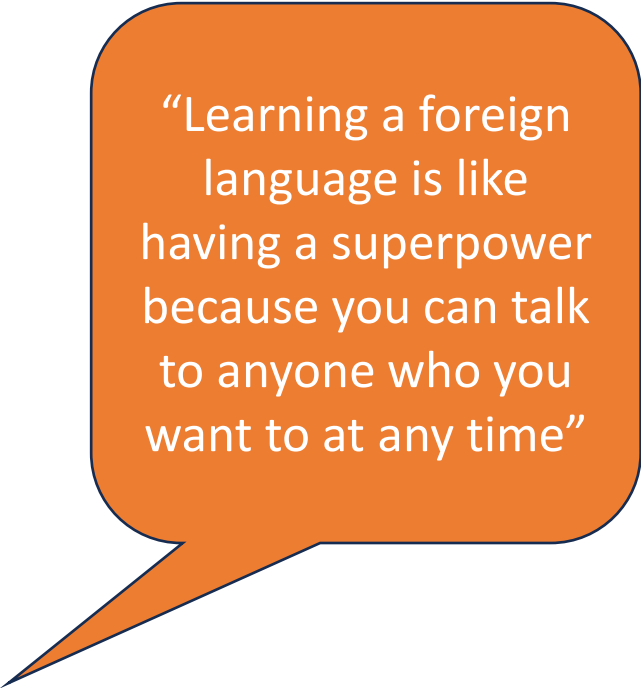
- Self-evaluations

*Monolingual* ————— *Multilingual*

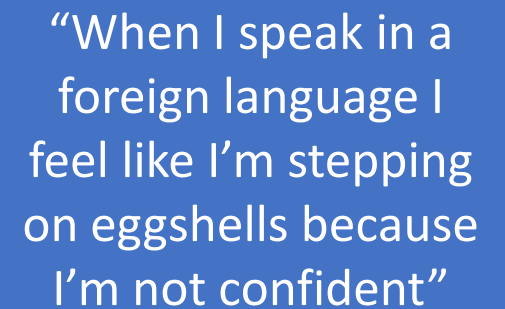
- Other-evaluations
  - E.g. Parents, friends, teachers

# 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. 'Learning a foreign language is like ... because ...'

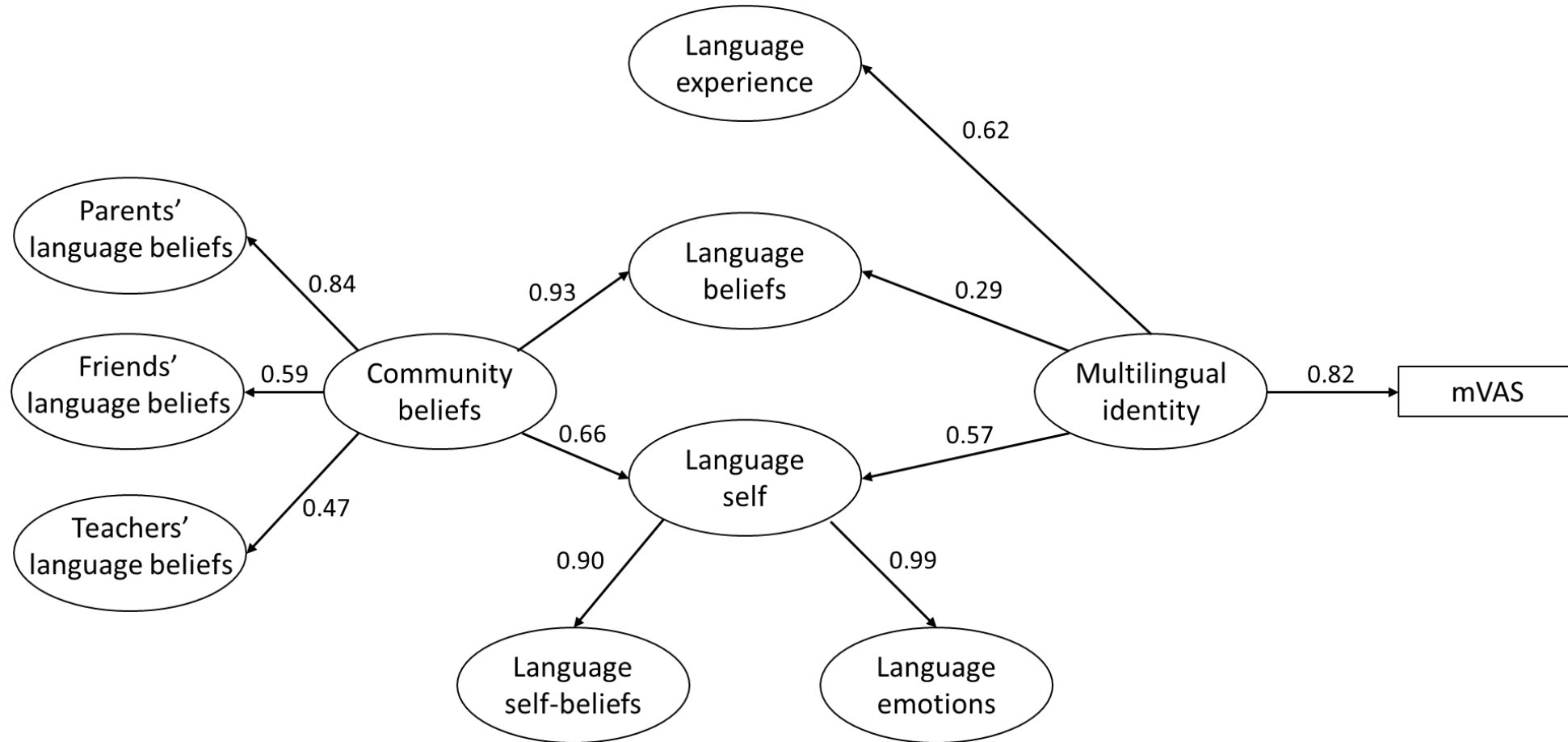


"Learning a foreign language is like having a superpower because you can talk to anyone who you want to at any time"



"When I speak in a foreign language I feel like I'm stepping on eggshells because I'm not confident"

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



# Multilingual Identity

Experience

Evaluation

Language  
beliefs

Language  
self-beliefs

Others'  
beliefs

Emotion



# Read more about this here...



INTERNATIONAL JOURNAL OF MULTILINGUALISM  
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<https://doi.org/10.1080/14790718.2022.2060235>

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**Language experiences, evaluations and emotions (3Es): analysis of structural models of multilingual identity for language learners in schools in England**

L. Fisher <sup>a</sup>, M. Evans <sup>a</sup>, K. Forbes <sup>a</sup>, A. Gayton <sup>b</sup>, Y. Liu <sup>a</sup>, and D. Rutgers <sup>c</sup>

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**ABSTRACT**  
Researchers have traditionally relied on institutionally-defined, native speaker conceptions of linguistic competence to define whether or not individual learners are multilingual. However, to better understand the relationship between language and identity in the context of additional language learning, there is a need to widen the definition of multilingualism by including a larger repertoire of semiotic competences and a wider range of levels of linguistic competence. To date, little systematic research has investigated the relationship between different key variables influencing language learners' construction of their multilingual identity (MI). Based on surveys completed by 1338 learners in seven secondary schools in England, this paper reports on a structural equation modelling of key latent variables influencing MI. The analysis suggests that MI is more strongly correlated with direct experiential contact with languages and with social interaction than with explicit beliefs about language learning. Similarly, the influence of parental beliefs is greater than those of teachers or friends. The paper also considers the significance of potential differences between EAL and non-EAL respondents and urban and rural school contexts. Having conducted SEM we offer support for our theorisation of MI as an outcome latent variable composed of three main components, namely, experience, evaluation and emotion.

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**KEYWORDS**  
Identity, multilingualism, multilingual identity, English as an additional language (EAL), language learning, structural equation modelling (SEM)

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**Introduction**  
Linguistic identity research is notoriously complex. Unravelling the multilingual identity construct is arguably all the more challenging as it is a latent construct that encompasses a number of linguistic identities sitting within an overarching multilingual identity umbrella. The aim of the work presented here is to theorise the dimensions of multilingual identity and develop an integrated and holistic theoretical model of multilingual identity that can be used for systematic data collection and comparative analyses across groups. Drawing on data from surveys completed by 1338 secondary school-age learners in England, we use Structural Equation Modelling (SEM) to test the complex relationships between a number of latent variables. A sub-interest is how well a model of multilingual identity fits certain groups of language learners, such as those who identify as having languages other than English in their profile and those whose schools are in urban versus rural contexts.



Fisher, L., Evans, M., Forbes, K., Gayton, A., Liu, Y. & Rutgers, D. (2022). Language experiences, evaluations and emotions (3Es): analysis of structural models of multilingual identity for language learners in schools in England, *International Journal of Multilingualism*, DOI: 10.1080/14790718.2022.2060235

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



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

School EAL data

Students' self-ascribed EAL status

Students' self-ascribed multilingual identity

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

# What is the link between multilingualism, identifying as multilingual, and learning in school?

School EAL data

Students' self-ascribed EAL status

Students' self-ascribed multilingual identity

- **School-recorded EAL:** If school identifies a student as EAL, then only Spanish shows significant improvement at GCSE.
- **Self-ascribed EAL:** If a student identifies as EAL, then all Modern Languages and Science show significant improvement
- **Self-identified Multilingualism:** If a student identifies as multilingual, then there is significant improvement in **all** GCSEs, except English language and history.

## So we can say that...

- ... when it comes to multilingualism, what **you** think you are might be more important than what others say you are!
- ... the **evaluative** and **emotive** dimensions of multilingualism may have a greater effect on attainment than an **experience** as powerful as having an additional language in the home.

How can we help students to identify themselves as multilingual?

# Read more about this here...



JOURNAL OF LANGUAGE, IDENTITY & EDUCATION  
<https://doi.org/10.1080/15348458.2021.1986397>



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## Multilingualism, Multilingual Identity and Academic Attainment: Evidence from Secondary Schools in England

Dieuwerke Rutgers , Michael Evans , Linda Fisher , Karen Forbes , Angela Gayton , and Yongcan Liu

<sup>a</sup>University of Cambridge; <sup>b</sup>University of Glasgow

### ABSTRACT

Multilingualism is highly prevalent in schools around the world. Yet, the relationship between multilingualism and academic attainment is not well understood. Where research on this topic exists, it has predominantly focused on how home language background impacts on academic success, lacking in a broader view of multilingualism which extends beyond home languages and also considers the identity component of being multilingual. This paper explores the relationship between multilingualism, multilingual identity and academic attainment. Using school-reported and student-reported data from five secondary schools in Southeast England, we disentangle the complexity of multilingualism in schools by contrasting self- and other-ascriptions of multilingualism, as well as investigating indicators of “multilingualism” and “multilingual identity.” Our findings reveal meaningful differences between how students are identified and identify themselves as “multilingual,” and foregrounds “multilingual identity” as a potentially more meaningful indicator for understanding academic attainment than multilingualism indicators traditionally used in United Kingdom schools.

### KEYWORDS

Academic attainment; adolescents; English as an additional language (EAL); multilingual identity; multilingualism; secondary education

### Introduction

“Monolingual” and “multilingual” are terms commonly deployed by various stakeholders in educational settings and wider social contexts. However, who counts as “monolingual” or “multilingual” is often ill-defined and interpreted in different ways, particularly in school contexts. For example, in the United Kingdom the number of students with English as an additional language (EAL) is frequently taken as a proxy for how multilingual a school is; however, this focus solely on home languages overlooks the full range of students’ engagement with language, whether inside or outside school. Although teachers and school administrators may attach different interpretations to these terms compared to their students, little attention is paid to issues of *self-ascription* and *other-ascription* of multilingualism: whether an individual identifies themselves, or is identified by others, in a given way and why. This raises important questions about what counts as reliable indicators of multilingualism for understanding student learning and academic attainment. We propose “multilingual identity,” a broad conceptualisation consisting of *evaluative*, *emotional* and *experiential* dimensions, as a legitimate indicator of multilingualism, and seek to reveal its relationship with attainment empirically.

In this paper, we explore the relationship between secondary school students’ attainment across the curriculum (including languages) and three ways the marker “multilingual” may be deployed in educational settings:

- (1) School-ascribed EAL, that is, whether students have home languages other than English as registered by schools;

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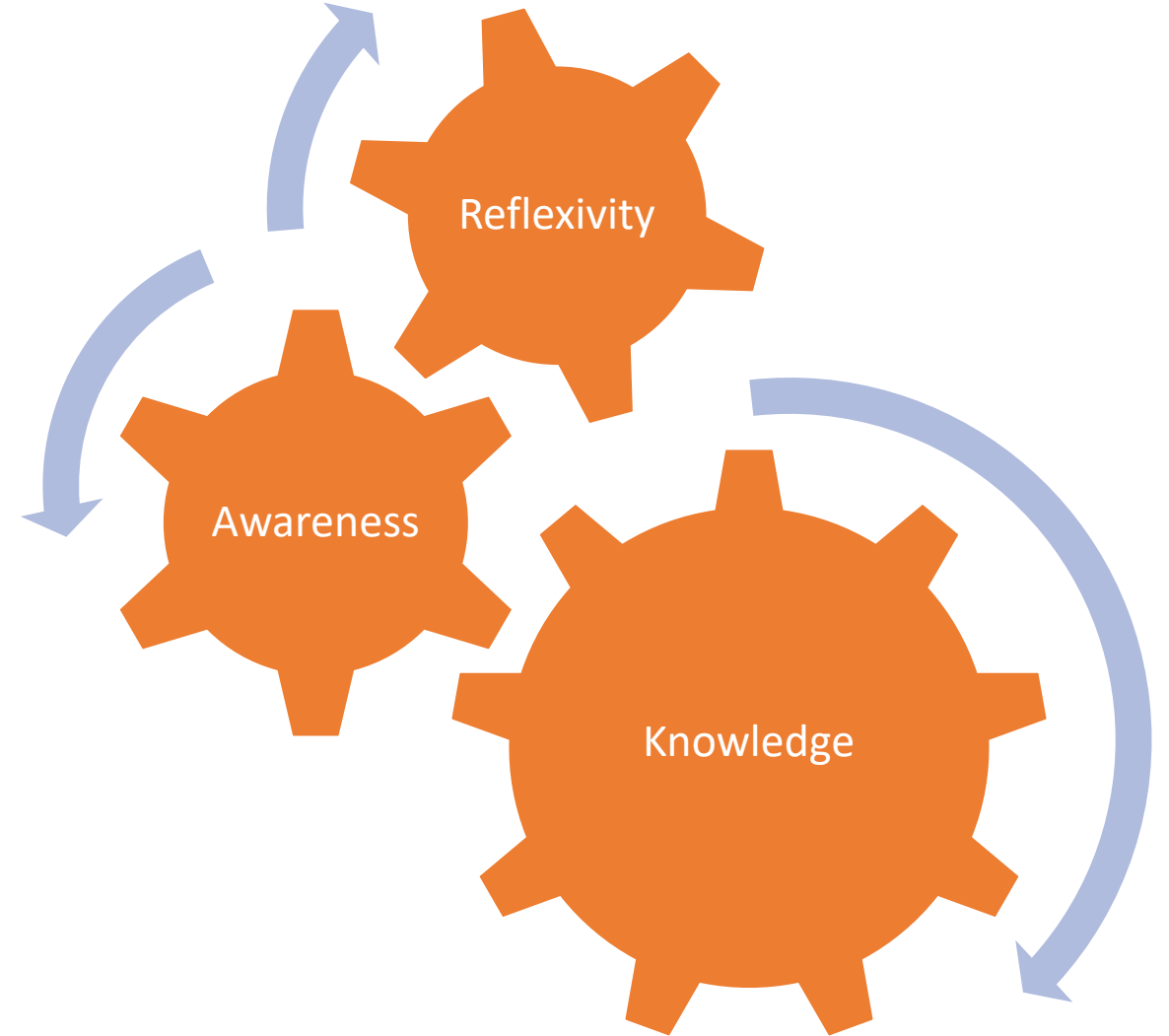
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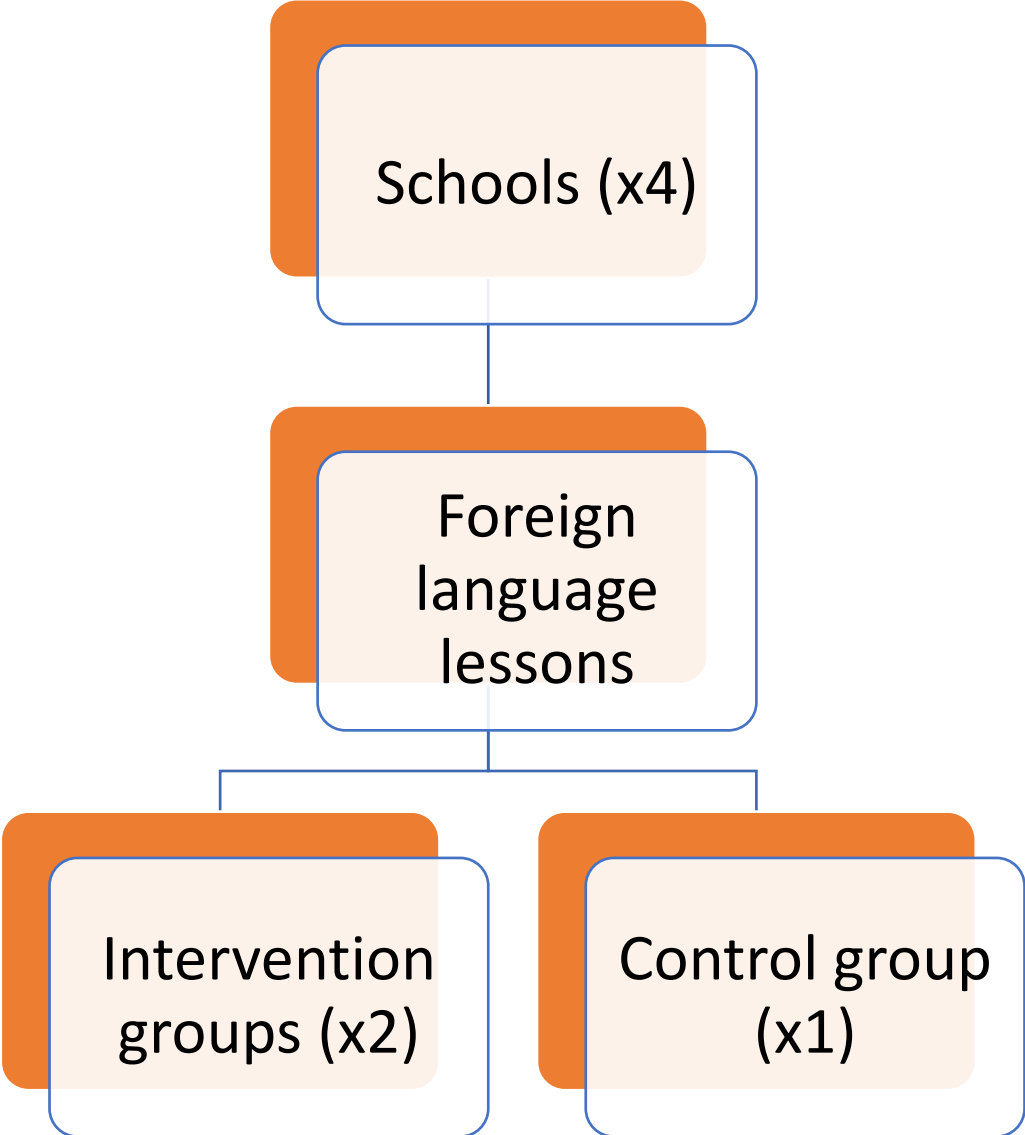
Rutgers D., Evans, M., Fisher, L., Forbes, K., Gayton, A. and Liu, Y. (2021). Multilingualism, multilingual identity and academic attainment: Evidence from secondary schools in England. *Journal of Language, Identity & Education*.

4. How can a pedagogical intervention support the development of multilingual identities?

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



# Research design



# 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>



# 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*

# Am I 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?



- 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?*



My democracy is ελληνικός

My car is 日本

My holidays are españoles

My mobile phone is 한국의

*And I criticise my neighbour for being a foreigner?*

My Christ is יהודי

My coffee is brasileiro

My newsfeed is American

My Gulf Stream comes from the Caribbean

*And I criticise my neighbour for being a foreigner?*

My numbers are عربى

My bananas come from Cameroun

My writing is latinus

My raisins come from Türkiye

*And I criticise my neighbour for being a foreigner?*

## Recipe for Culture

Adapted and translated from “Ton Christ est juif” by Julos Beaucarne  
2002 (Belgian poet)

How many of these nationalities can you work out?

# The Materials



[www.wamcam.org](http://www.wamcam.org)

Resources for **secondary languages teachers** (Fre, Ger, Sp)

- 8 full sessions

Resources for **primary teachers** (Eng)

- 6 units each with a series of short activities

**Whole-school resources** (Eng)

- 6 full lessons (e.g. PSHE) **or**
- 12 mini lessons (e.g. assembly, form time)

## Key findings

- Following the lessons, students in the intervention group...

Valued languages more highly

Enjoyed languages more

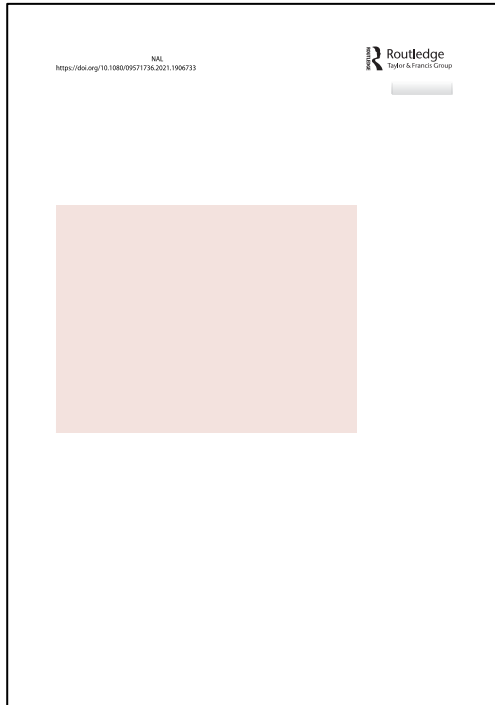
Felt a greater sense of pride in relation to all of their languages

Saw languages as important for *connecting* with others,  
rather than just for communicating

Were more likely to identify as multilingual



# Read more about this here...



Forbes, K., Evans, M., Fisher, L., Gayton, A., Liu, Y., and Rutgers D. (2021). Developing a multilingual identity in the languages classroom: the influence of an identity-based pedagogical intervention. *The Language Learning Journal*



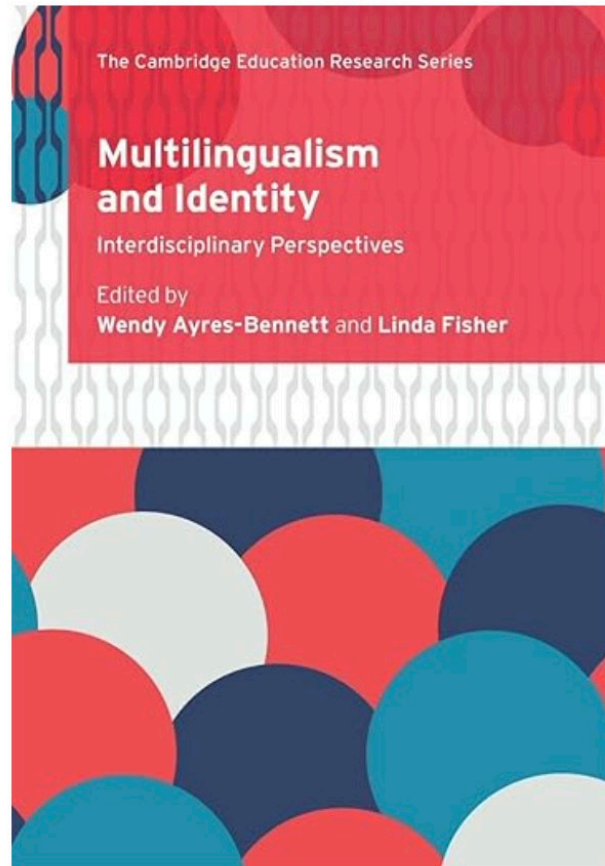
Forbes, K., Evans, M., Fisher, L., Gayton, A., Liu, Y. & Rutgers, D. (2024) 'I feel like I have a superpower': a qualitative study of adolescents' experiences of multilingual identity development during an identity-based pedagogical intervention, *Journal of Multilingual and Multicultural Development*.

# Multilingual identity has implications for...



# Multilingualism and diversity

- Multilingualism is the norm
- Everyone has a “*linguistic repertoire*”



Ayres-Bennett, W. & Fisher, L. (2022). *Multilingualism and identity: interdisciplinary perspectives*. Cambridge University Press

