PERSPECTIVES OF ONTARIO SCHOOL BOARD ADMINISTRATORS ON FOSTERING PLURILINGUALISM IN SECONDARY LEVEL INTERNATIONAL LANGUAGES CLASSROOMS

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Table of Contents

List of Tables

List of Figures

Glossary of Terms and Abbreviations

Abbreviation or acronym	Representation or meaning
CASLT	Canadian Association of Second Language Teachers
CEFR	Common European Framework of Reference for Language
CESBA	Continuing Education School Board Administrators' Association of Ontario
CMEC	Council of Ministers of Education, Canada
COE	Council of Europe
ContEd	Continuing Education
ECML	European Centre for Modern Languages
ELL	English language learner
ESL	English as a second language
FREPA	A Framework of Reference for Pluralistic Approaches
FSL	French as a second language
HL	Heritage Languages
IEL	Institute for Educational Leadership
IL	International languages
ILE	International languages education
IL(e)	International Languages elementary program
ILEA	International Languages Educators' Association of Ontario
ML	Multilingualism
OLF	Ontario Leadership Framework
OME	Ontario Ministry of Education
OMLTA	Ontario Modern Languages Teachers' Association
PL	Plurilingualism
PLC	Professional Learning Community
RSO	Revised Statutes of Ontario
SLE	Second language education

Abstract

This study examines Continuing Education (ContEd) administrators' understanding of the notion of plurilingualism (PL) and its application in the context of Grade 9 to 12 International Languages (IL) classrooms in Ontario. Through cross-case analysis and a phenomenological lens, the perspectives of 17 administrators from across Ontario were analyzed in reference to PL as it is elaborated in the CEFR and the 2016 IL curriculum. Participants expressed a need for administrators to learn about PL-inspired classroom practices in order to guide and train IL teachers, to foster innovation in the immersion context of IL classrooms, and to advocate for IL and PL in the broader school system. The implications are far-reaching and touch on professional development for IL administrators and teachers, student motivation, and discursive practices in IL and the broader school system. The study contributes to theory on PL, SLE research about PL in the IL context, and administrators in the ContEd context.

Resume

Cette étude examine la compréhension de la notion de plurilinguisme (PL) par les administrateurs des écoles de l'Éducation permanente en Ontario qui travaillent avec les enseignants de cours de langues internationales (LI) de la 9e à la 12e année. Par le biais d'une analyse de cas et d'une lentille phénoménologique, les perspectives de 17 administrateurs de l'Ontario ont été analysées en référence au PL tel qu'il est élaboré dans le CECR et dans le programme cadre de 2016. Les participants ont exprimé le besoin d'apprendre les pratiques de PL afin de guider et de former les enseignants, de favoriser l'innovation dans les classes de LI et de promouvoir le PL et les LI dans le système scolaire. Les implications touchent au développement professionnel des administrateurs et des enseignants, à la motivation des élèves et aux pratiques discursives. L'étude contribue à la théorie sur le PL, au PL dans le contexte de LI et aux administrateurs travaillant dans ce contexte.

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Chapter 1: Introduction

Purpose of the Study

The purpose of this research study is to examine Continuing Education (ContEd) administrators' understanding of the notion of plurilingualism (PL) and its application and practice in the context of International Languages (IL) secondary classrooms in the Canadian province of Ontario. Determining gaps and the orientation in ContEd administrators' understanding of PL and how to operationalize it can help identify ways to improve strategies to guide IL teachers who teach Grade 9 to 12 students. Examining administrators' perspectives and understanding of PL is important because many concepts and approaches related directly to the notion of PL and a plurilingual education are integrated into the revised 2016 Ontario IL secondary curriculum[1] that IL teachers are expected to follow. Decisions and support that administrators provide to IL teachers working in ContEd programs have a direct impact on what the IL classes look like, and IL teachers have been found to actively request, rely on, and respond to administrators' guidance and to in-service training (Ambrosio, 2014; Aravossitas & Oikonomakou, 2018). The findings of this research shed light on the extent to which ContEd administrators' understandings align with the IL secondary curriculum and how they feel equipped (or not) to support teachers in implementing plurilingual pedagogies in the Ontario ContEd IL secondary context. The research contributes to the field of second language education (SLE) and additional language education by considering ContEd administrators' perspectives on PL and IL education.

Context of the Study

According to the Ontario Ministry of Finance (2017), linguistic and cultural diversity is on the rise in both large and small urban areas of Ontario where, in 2016 almost 22% of the population was foreign-born. With 39% of immigrants to Canada settling in Ontario, and the mother tongue of close to 28% of Ontarians being one of 200 minority languages other than English and French, the provincially-administered and accredited school system and

[1] The full title of this Ontario Ministry of Education curriculum document is *Classical Studies and International Languages: The Ontario Curriculum Grades 9 to 12* (2016a). This study is concerned with all sections (except those that pertain exclusively to classical studies) as well as the French version entitled *Études classiques et langues internationales : Le curriculum de l'Ontario de la 9e à la 12e année* (2016b).

curriculum reflect the Ontario Ministry of Education's (OME) basic educational axiom that "Ontario's diversity is one of its greatest assets" (OME, 2020). Researchers and policy makers have identified approaches and transformative practices to improve Ontario educational outcomes and students' well-being, with many of these being successfully implemented in Ontario's education system for at least two decades (Fullan, 2011; Mourshed et al., 2010).

In Canada, students' non-official language resources and assets (e.g., home languages, partial competencies in additional languages) tend to be neglected and relegated to the private domain (Cummins, 2014a, 2014b). Ontario's objective of having students become "truly literate in one of the official languages" (Royal Commission on Learning, 1994) at the cost of losing competency in their home languages has been criticized by researchers and educators (e.g., Cummins, 2014a; Wong Fillmore, 2000). An exclusive focus on official language(s) literacy does not take into account decades of research supporting dynamic multilingualism and PL, where non-official languages are actively included in students' schooling and where strategies to avoid minority language loss are explicitly and consistently implemented in classrooms (Chumak-Horbatsch, 2012). This study describes administrators' perspectives in a context where teachers struggle to reverse the damage caused by school systems. It is a context where school board administrators have an opportunity to work with a well-designed IL curriculum and other resources to help support teachers in counteracting those losses.

In Ontario, secondary IL courses are credit courses for high school students offered in regular high schools during the regular day school hours or in ContEd departments outside of the regular school day (OME, 2016a,c). Approximately two-thirds of Ontario's 72 district school boards offer IL classes through their ContEd schools or departments to some 15,000 secondary students and 150,000 elementary pupils each year across Ontario (Ontario Continuing Education School Boards Administrators' Association [CESBA]), personal communication, 2019). This study examines the latter because a greater number of IL secondary classes are offered in the ContEd context than in Ontario high schools (International Languages Eductors' Association [ILEA], personal communication, July 2019). In ContEd, a portion of IL teachers do not necessarily teach during the week in the regular school system and some are recruited from or closely tied to the cultural communities associated with the target language (ILEA, personal communication, July 2019). As described by Ambrosio (2014) and Aravossitas and Oikonomakou, 2018), the IL context in Ontario is distinct, in that

although relegated to the margins of the education system, minority language study is nevertheless subsidized by the OME. Almost half of Ontario district school boards have ContEd administrators dedicated specifically to establishing, organizing, and supporting IL teachers and their classes, and many hire administrators who have previously taught IL and worked with cultural communities within the education system (ILEA, personal communication, July 2019). The skill set, competencies, and job description of ContEd IL administrators is significantly different from their counterparts in regular high schools who often have no experience in IL, SLE or language teaching (ILEA, personal communication, July 2019). As a result, ContEd administrators are able to offer their IL students the opportunity to select from a greater number of languages (out of the almost 100 mandated; OME, 2016a) as well as to access cultural experiences and resources connected with target language communities and countries (Ambrosio, 2014; Aravossitas, 2014). Although educators in both ContEd and regular high schools follow the OME's *Classical Studies and International Languages Curriculum, Grades 9 to 12,* the ContEd IL student profile in each context tends to be different. As is often the case with heritage language learners (HLL; e.g., as described by Aravossitas, 2014; Montrul, 2016; Polinsky, 2018), many ContEd IL students at the secondary level have significant competencies and literacy in their home or additional language, having studied it for many years in ContEd elementary IL classes (JK to Grade 8 classes) (OME, 2012). This study has captured ContEd IL administrators' perspectives on PL in this unique context that has existed on the margins of the Ontario education system since 1977.

The 2016 International Languages Secondary Curriculum

The official IL curriculum for the secondary level provides a framework for the 500 or so IL secondary credit courses offered in ContEd departments across Ontario. The IL elementary program (JK to Gr. 8) does not have an official curriculum; however, since high school students can earn up to three credits per language, the OME regulates with more rigor and structure the administration and teaching of the secondary courses. This study focuses on the consistency and structure of secondary IL education, with its smaller pool of teachers and classes overseen by ContEd administrators. However, the study also takes into account that there is overlap between the elementary and secondary programs in the Ontario IL context,

where administrators work to ensure the secondary IL curriculum is followed while often also overseeing the more open-ended elementary IL program. The latter often prepares elementary students for IL credit courses, helping administrators to encourage students to stay in IL and optimize the language-learning continuum in Ontario.

ContEd principals and other school board administrators work to help teachers of the secondary IL credit courses to understand and implement the vision, the instructional approaches, and the expectations outlined in the revised 2016 IL curriculum. This study also examines how administrators see their role in guiding the teachers in interpreting and implementing this curriculum. The original 1999-2000 version of this curriculum was significantly shorter, less focused, and oriented on a grammar-based approach, passive acquisition, and isolated language concepts. The 2016 revised document presents a more integrated and holistic approach that is aligned with all other updated curriculum policy documents and includes critical and creative thinking skills, global competencies and lifelong learning strategies to teach students to be "active citizens in their own communities and the world" (2016a, p. 3). It calls on principals to promote the value of additional language learning and IL programs in the school system, and to include other language educators (for example, SLE teachers) and professional learning communities (PLCs) in IL and for school improvement planning (OME, 2016a). How ContEd administrators view their role in guiding teachers will provide insights into administrators' familiarity with the new IL curriculum and, consequently, with PL.

Plurilingualism

The five enduring ideas framing the secondary IL curriculum are based on and tied to a new and important concept – the notion of *plurilingualism* - in language learning (OME, 2016a,b). Plurilingualism was introduced and elaborated in the *Common European Framework of Reference for Languages* (CEFR), a framework of reference designed to guide the teaching, learning and assessment of additional languages (i.e., second languages, foreign languages, etc.), with accompanying tools to facilitate implementation (see Council of Europe [COE], 2001, 2017). Research and application of CEFR-informed activities and of additional language education in Canadian classrooms have shown that plurilingual pedagogy and a

deeper understanding of PL is needed to help improve additional language teaching practices and learner outcomes (Arnott et al., 2017; Krasny & Sachar, 2017).

The revised Ontario IL secondary curriculum states that learners are to "develop an awareness of the multicultural and plurilingual nature of the modern world" (2016a, p. 6) and cites Piccardo (2013) that the "teaching and learning of any one language should be seen in conjunction with the overall objective of promoting PL and linguistic diversity" (2016a, p. 7). Despite being at the conceptual core of the revised curriculum, and present from its objectives to its specific expectations, PL is nowhere defined in this or in any other OME curriculum policy document (for example, there is no mention of PL in the glossary of the 2016 curriculum). Examining and documenting ContEd administrators' understanding of PL and how they view their role in supporting teachers with the 2016 IL curriculum aims to uncover which elements of PL might need to be clarified for administrators and which curricular areas might not be currently implemented in IL classrooms.

While the use of the term *plurilingual* is appropriate to help make connections between linguistic diversity and inclusive education related to the complexity of global communication and culture present in the study of international languages, it is nevertheless a specific term and notion examined closely in applied linguistics and educational contexts (Piccardo, 2018, 2013). The complexity present in the study of international languages and the concrete benefits of plurilingual pedagogies make it imperative that the definition and explanation of PL in education be provided to educators who are, on one hand, held to the high standards a curriculum focused on student success, and, on the other, asked to perform this work in the challenging context of IL and ContEd that finds itself on the margins of the education system.

With a call for "students [to] be connected to the curriculum; [to] see themselves in what is taught, how it is taught, and how it applies to the world at large" (2016a, p. 3), teachers and administrators working with them ought also to be afforded the same opportunity and need to be supported in their understanding of the specific and complex notions underpinning the curriculum if the vision and approach in it is to be operationalized in IL classrooms. In this vein, a clarification of what PL is or is not may help teachers and administrators better navigate the curriculum document to understand its overall vision and to apply the instructional approaches described therein. Even if learners embody, individually and as a group, a complex plurality of linguistic competencies, and if definitions or terms,

such as *plurilingual* and *multilingual*, seem interchangeable or flexible, IL administrators would benefit from some context and explanation. Documenting their perspectives and understanding in this study is a good start, if only to provoke a discourse or dialogue on the place or potential of plurality, PL, and plurilingual pedagogies in the IL context.

Position of the Researcher

My practice as a ContEd school board administrator managing a large IL program in Ontario has provided me with many opportunities to work with colleagues at the OME and at school boards across the province through inter-board initiatives and professional and subject matter associations. I was encouraged to research PL in the Ontario IL context when participating in OME consultations for the revision of the 2016 IL secondary curriculum, when developing instructional materials and administrative policies relevant to IL at my school board, and when facilitating research projects in our secondary classrooms piloted by colleagues from various universities.

When designing a curriculum coaching program for IL secondary teachers at my school board in 2013, my skepticism of a colleague's enthusiasm about the usefulness of the CEFR for Ontario language classrooms sent me on a quest to discover all I could about the language teaching notions it espouses. I enrolled in a Master's program to further my knowledge, which was enriched at meetings and discussions with leading advocates and practitioners of language teaching in Ontario – from CEFR champions, to researchers from Canadian and European universities, to OME officials in charge of a variety of projects and dossiers in both the French language and the English languages branches of the Ministry. In all cases, everyone seemed to agree that PL was a key overarching notion in the CEFR and in language education in Ontario; yet few seemed to be able to describe it in a clear, confident or consistent manner.

The topic intrigued me greatly because PL puts a name on what I had recognized as being the most inspiring moments of my own language teaching practice. I saw the potential of this notion to help IL teachers improve their teaching, particularly within the specific set of challenges IL classes present, such as multilevel classes, student engagement issues, isolation of language learning from students' overall education, and a tradition of superficial elements of culture often associated with or "tacked on" to heritage language classes. The many calls

for research on PL and language teaching, particularly in Ontario (Cummins, 2014a; Arnott et al., 2017; Krasny & Sachar, 2017) reflect my observation that PL and how it is enacted in the context of Ontario IL secondary level classes merits further study.

While there exist numerous studies in Canada and abroad on teachers' perspectives of PL, there are no studies that directly solicit school administrators' perspectives of it. Jim Cummins (2014a) has written about the key role policy-makers need to play in countering a monolingual focus in education, and others have written about the important role of administrators in a paradigm shift from conventional language teaching to a plurilingual approach (Krasny & Sachar, 2017; Coste & Simon, 2009; Peterson & Heywood, 2007). In response, the present study sets out to describe how PL is perceived and understood by school administrators who help teachers of IL secondary credit courses implement the revised Ontario IL secondary curriculum that adopts PL as its theoretical foundation.

In my practice I see that understanding administrators' perspectives and bringing the administrator voice into the global and local discourses on PL is vital. A study of administrator understandings of PL has the potential to help facilitate the implementation of in-service training materials and strategies to support IL teachers. While practical, this process can also reinforce the idea that PL is most effective when seen as an overarching notion and philosophy rather than a specific set of tools or activities to be added to the program of study or curriculum (Piccardo, 2018; Pinho & Moirera, 2012). Documenting the range of understanding of PL and plurilingual pedagogies among ContEd administrators working with IL teachers provides information that helps develop explanations of PL for IL teachers, as well as strategies to connect IL to students' overall education.

Tapping into administrators' perspectives also reinforces and includes teachers' and students' perspectives and voices. The positive impact PL has had on language learning for students has been documented in different contexts across the globe (e.g., see the work of Ascenzi-Moreno et al., 2016; Peterson & Heywood, 2007; Kristmanson et al., 2007; Reed & Mady, 2014; Prasad, 2016; Galante, 2018). Activating their previous knowledge and partial competencies – and making students "experts" in the language classroom – enhances their autonomy and self-confidence (Piccardo, 2013, 2018) and shifts the power dynamic in a manner that encouarges the critical thinking, creativity, and innovation that are called for in the 2016 IL curriculum and in PL (Piccardo, 2018; Beacco et al., 2016). This work emphasizes

the importance and necessity of educating administrators on this concept and approach. My long-term objective is to use the findings from the present study to inform my own practice of working with IL teachers and ContEd administrators in my school board and across Ontario. I hope to apply the findings of this study by considering the different possibilities for co-creating meaning related to plurilingual pedagogy between administrators and teachers, as well as to provide a fresh perspective that could lead to tools and approaches tailored specifically for school administrators working with IL teachers.

Organization of the Thesis

Organized into seven chapters, this study begins with Chapter 2, a literature review that contextualizes the study in the international languages programs integrated into the ContEd environment of the Ontario school system, and in the research findings and policy documents related to PL and plurilingual education as it pertains to heritage and international languages research and practice. The literature review is followed by Chapter 3, the conceptual framework that guides the study, and Chapter 4, a description of methodology detailing elements of the study design. Chapter 5 provides the reader with the findings, with a discussion of these in Chapter 6. The research study concludes with Chapter 7, as it outlines limitations and presents practical implications and research contributions of the present study to the field of heritage languages education and PL as it is enacted in Ontario IL programs.

Chapter 2: Literature Review

This literature review grounds and contextualizes the present study in three main domains relevant to the implementation of plurilingual pedagogies in international languages classes. The first section of the literature review describes the development and researching of heritage and international languages programming in Ontario. The second section presents recent literature on plurilingualism (PL) and key concepts of the 2017 Companion Volume to the CEFR. The third section of this chapter outlines the context and research related to educational leadership in Ontario, particularly as it applies to the first two domains.

This study delves into an under-researched area in education and aims to fill gaps in research on continuing education administrators' perspectives, on PL in IL and additional language teaching outside regular school classrooms, and on elements of the Ontario revised 2016 IL secondary curriculum. An exhaustive search of research of ContEd school board administrators working in multilingual contexts or with plurilingual pedagogies revealed no studies that focused on Ontario ContEd administrators' work with Ontario secondary IL teachers, and no studies that focus on any ContEd school board administrators' work with minority and non-official or additional languages at the secondary level.

This literature review also introduces the foundations of the study's conceptual framework that will be elaborated in Chapter Three. Elements of PL in education and of plurilingual education have been developed in the literature, and will serve as a framework to explore ContEd and IL contexts in which ContEd administrators guide teachers in implementing the 2016 curriculum and, to the extent necessary, plurilingual pedagogies in that context. Documenting and analyzing ContEd administrators' perspectives on relevant IL elements related to plurilingual pedagogies and the 2016 secondary IL curriculum contributes to the fields of IL, HL, multilingual and plurilingual education, and may help determine next steps to implementing a plurilingual approach into Ontario IL classrooms in a manner appropriate for that context and that could be a model for other contexts.

Continuing Education: Heritage and International Languages in Ontario

A review of historical and social elements of heritage languages (HL) and international languages (IL) education in Ontario provides details on policy and pedagogy relevant to the present study and to the context and realities in which ContEd IL administrators work.

Immigrant minority languages were first mandated to be taught for 2.5 hours per week outside the regular school day to school-aged children in Ontario in 1977 as HL programs (Cummins, 2014b) which were conceived, in part, as a response to official federal policies on multiculturalism, such as the *Multiculturalism within a Bilingual Framework* adopted in 1971 (Krasny & Sachar, 2017; Tavares, 2000). Moved from church basements and community centres to ContEd departments at district school boards across the province, language classes were organized and managed according to *Regulation 285* of the Education Act of Ontario (Government of Ontario, 2010).

A decade later, compendia of HL studies documented and described the development and realities of HL classes in Canada (for example, Cummins, 1983, 1991; Cummins & Danesi, 1990; and Danesi, McLeod & Morris, 1993). The early HL programs were reoriented in the 1990s to reflect the province's commitment to providing students from the elementary to the post-secondary level with the opportunity to study "third (and fourth) languages" as subjects outside of the regular school program (Royal Commission on Learning, 1994, p. 107). In 1993-1994, the elementary level HL program was renamed the International Languages Program, and in 1999 and 2000 the OME published a basic IL curriculum for the secondary level in two parts, one for Grades 9 and 10 and one for Grades 11 and 12 (OME, 1999, 2000). Secondary credit courses introduced in the 1980s could be offered in regular schools during the week or managed by ContEd principals offering IL credit classes for approximately three hours weekly.

While the development and publication of the 1999 and 2000 Ontario secondary IL curriculum for Grades 9 to 12 reflected an investment by the OME and its inclusion of IL as a formal area of study at the secondary level, there was not much practical support offered to teachers and those guiding them. Administrative and pedagogical guidelines for IL elementary level classes and programs in Ontario were published by the OME in the *IL(e) Program Resource Guide* (2012). Other than a very brief overview of HL and IL policy and program milestones provided in that document, as well its description of the wide range language learners in IL classes, there exist no documents nor any professional publications to help Ontario ContEd school administrators better understand the background and history of the programs they run. In addition to the 2012 *IL(e) Program Resource Guide*, the revised 2016 IL curriculum is the only document that contextualizes and draws connections between policy

and practice in HL and IL education in Ontario. Both of these documents link additional language learning to the students' overall education very generally by introducing the reasons for IL programming in Ontario, the benefits of "multilanguage learning" (OME, 2012, p. 4), and the importance of IL "in the building of academic and social foundations for students" and in developing critical literacy "for the twenty-first century" (OME, 2016a, p. 7 and p. 3).

Recently, the OME's *Ontario's Strategy for International Education K-12* (OME, 2015) was a first and thus far sole official reference outside of the two IL policy documents to describe the relevance and importance of the study of IL in Ontario schools. The 2015 *Strategy* encourages district school boards to "enhance international languages programs" (p. 21), to provide support to encourage students "to study international languages" (pp. 5, 21) and to help "foster deeper learning and global understanding" through learning experiences and "intercultural competence" as it is expressed in the IL secondary curriculum (p. 9). Despite the encouragement and validation of additional language learning, the document did not draw the connection to plurilingual approaches nor to the place of additional or IL language learning in the overall education system.

Yet, it is important to help situate IL teaching within the overall school system as it evolves to provide students with global and 21st century competencies by addressing the needs and potential of each student (see Cummins & Persad, 2014; Krasny & Sachar, 2017). It is equally important to provide evidence-based and research-backed resources that acknowledge IL for teachers and administrators working with large numbers of linguistically and culturally diverse students, particularly as many of these are enrolled in publicly funded and officially mandated IL programs outside of their regular school day (CESBA, personal communication, August 2019).

Studies on bilingualism and second language education have been undertaken in Canada and abroad for well over five decades (for a historical overview, see Baker, 2011; Cummins 2001, 2005; García, 2005). However, the focus on applied linguistics and developmental psychology contributed to an almost complete absence of research in contexts where heritage or international languages are taught as separate courses outside regular school days as an officially mandated part of a school system. Since 2005, shifts in population and demographics have led to a renewed global interest in HL education as a new emerging field (Brinton, Kagan & Bauckus, 2009), particularly in the United States. Most HL research

continues to focus on bilingual programs or the use of students' HL competencies in English language literacy classrooms (Cummins, 2005; García, 2005) rather than on IL contexts (i.e., language classes outside of regular school hours).

Yet the international resurgence of interest and research on HL in the mid-2000s yielded very little new research on IL in Ontario, practically nothing on administrators' perspectives in IL, and no research at all focusing on Ontario ContEd administrators or on the 2016 IL secondary curriculum. Research of IL contexts started to re-emerge in Canada only in the last decade, as have analyses of language policies in Ontario and elsewhere (e.g., Krasny & Sachar, 2017; Cummins 2014a; Piccardo, 2014a; Bale, 2010; Duff, 2007, 2008). New research about IL in Ontario consists of four studies that examine practical support needed for IL educators (see Aravossitas & Oikonomakou, 2018; Aravossitas 2014, 2018; and Ambrosio 2011, 2014). Still, most predate the 2016 IL secondary curriculum and none consider it or other professional resource documents created by the OME (e.g., the 2012 *IL(e) Program Resource Guide* [OME]) or those funded by the OME in partnership with subject associations and researchers working with institutions and granting bodies.

In addition to empirical and other research papers, the present study considers professional resource documents, subject association publications, and relevant OME policy documentation from the past decade. These documents, listed in Appendix A, serve as resources for IL administrators and educators, and provide additional background information and insights into what teaching minority languages in Ontario might entail. Exhaustive searches of databases, publications, and personal communications revealed that these documents have not been considered in IL research to date.

Terminology: Heritage Language Research and International Language Programs

Though the term *IL* has been used since 1994 in all OME documents, *HL* continues to be the preferred term in academic literature across a wide span of contexts (Trifonas & Aravossitas, 2014, 2018). Ontario IL classes are open to and include students with family ties to the target language as well as those wishing to learn an entirely new language unrelated to their heritage. This results in multi-level classes of culturally and linguistically diverse learners working, at the secondary level, with a curriculum that connects the target language to competencies for global citizenship and intercultural understanding (OME, 2016a). To reflect

this duality of terms and realities in this study, I will use *IL* when citing relevant professional publications and describing the officially mandated contexts in which my participants work, and *HL* when referring to or citing relevant research and academic literature.

Plurilingualism: New Directions in the Revised Ontario IL Curriculum

Second Language Education (SLE): Breaking the Monolingual Mold and Model

Canadian researchers who studied children in immersion programs in the late 1960s to the 1990s (e.g., Cummins, 1979; Swain & Lapkin, 1982; Genesee, 1987) documented extensively that the transfer of abilities and skills across languages is an integral part of the language learning process and is beneficial to students' overall academic and cognitive development. This research challenged and countered the belief in education that students' English (or other dominant) literacy would suffer or be compromised with the addition and acquisition of more than one language, and it affirmed that literacy in the home language of minority students supports their literacy in the second (dominant) language or language of schooling (e.g., Cummins, 1981, 1993). Empirical studies in bilingualism and multilingualism from the 1990s to the present consistently upheld the recommendation that languages should be taught using strategies that acknowledge that bilingual and multilingual students' language skills are not separated when they learn, but rather that they overlap and interrelate – and thus that educational policies and pedagogical approaches to second and foreign/heritage language teaching and bilingual and immersion education needs to encourage including students' first language and full repertoire when learning an additional language (see Cummins, 2001, 2007; Baker, 2011; Reed & Mady, 2014).

Monolingual instructional strategies, particularly for English Language Learners (ELL) that require students to use only the target curriculum language were replaced by strategies that invite students to use their HL or other languages through the use of dual language books or other multi-language projects, and to engage in language awareness (Cummins, 2005). For over a decade, scholars have described the struggles that Canadian educators and policy-makers face to find a way out of the monolingual model of language education and the siloed teaching of second languages in Canada that focuses almost exclusively on its two official languages, English and French (Piccardo, 2018; Duff, 2007; Cummins 2014a, 2005). They recommend a shift to an intercultural and cross-linguistic model of teaching literacy in a

digital, interdependent globalized world (Cummins, 2005, 2014a, 2014b; Piccardo, 2014a; Chumak-Horbatsch, 2012).

Krasny and Sachar's (2017) review of language policies in Canada identifies PL as a core educational practice in need of serious and critical understanding to better serve students and educators in an increasingly diverse society and world. Current research in Canada and abroad supports the recommendation that, among other strategies, administrators and other educators need to understand PL in order to help teachers to improve student literacy through validating their prior knowledge and complex identities (Cummins, 2014a, 2001; Arnott et al., 2017). At the same time, researchers working in minority language contexts are beginning to differentiate between different types of second language classrooms and learners, and recommend that "the focus of instruction [and] the status of the target language" be taken into careful consideration when and how "cross-linguistic pedagogical practices" are encouraged in minority language contexts (Ballinger et al., 2017, p. 30).

The diverse second language education landscape is being researched more closely, the specific contexts in which non-official languages are taught and learned is being considered, and the "use of majority language in immersion classrooms" as a pedagogical approach based on plurilingual pedagogies is being examined and re-examined because the status of the target language in society and the school system may be influencing the learning process of HL and minority languages (Ballinger et al., 2017, p. 51). Administrators' perspectives of the ContEd Ontario secondary IL context aims to provide insights into an area that now has the framework of a solid IL curriculum document and the attention of Canadian SLE researchers who are expanding the discourse by introducing questions that connect the promise of PL in Canadian immersion classrooms to issues in language status, language hierarchy, and language policy.

What is Plurilingualism?

The term plurilingualism was first put into practical and common use in the 2001 publication of the CEFR, through which the Council of Europe sought to provide language competency descriptors for curriculum designers, education administrators, teachers and learners for a holistic and intercultural approach to language teaching, learning and assessment (COE, 2001). Like other language competency frameworks, the CEFR aims to provide common expectations and a uniformity of language proficiency assessment and certification for migrant students and workers (p. 3-5). However, the COE developed a unique approach in

that the CEFR also aimed to instill a democratic and equitable treatment of minority language groups in dominant language environments across Europe. This aim reflects its unique perspective of inclusive democratic citizenship in language learning, and positions pluralism, diversity, and inclusion in global citizenship as one of the central features of a plurilingual education (2001, p. 3-4; 2017, p. 23-26). In addition to structural, communicative, and pragmatic elements of language teaching, a variety of concepts related to language learning are integrated and described in the framework. These look at how languages are used, who the learners are, what role agency, mediation, and identity play, as well as considerations regarding sociolinguistic, plurilingual, and pluricultural competence in language learning. This breadth of considerations renders the CEFR both a resource of clear descriptors and concrete approaches, and a dynamic tool that encourages inclusivity and creativity through PL.

A variety of terms are used describe approaches that embrace pluralism through languages. Many educational researchers in Canada and Europe use the term PL to describe language teaching approaches that focus on classroom use and integration of each student's complex "single repertoire" of linguistic competencies that "they combine with their general competencies and various strategies in order to accomplish [language learning] tasks" (COE, 2017, p. 28). In academic discourse outside of Canada and Europe, *translanguaging* is the most common and developed term (García, 2009), particularly among researchers and applied linguistics theorists studying bilingual education in the United States. Translanguaging describes how "bilinguals make use of multiple communicative possibilities, practices, and choices" (Chumak-Horbatsch, 2012, p. 56) through multimodal practices and instructional strategies such as code switching, code mixing, code meshing and code crossing (Li, 2018)[2]. Li describes translanguaging as "a practical theory of language" (p. 26) that "aims to present a transdisciplinary research perspective" (p. 27). PL also offers a transdisciplinary research perspective (Piccardo, 2013), but what renders it best-suited to the context and conceptual framework of the present research project is its explicit connection to an overall vision for education, to pluricultural and intercultural competence in language learning and teaching

[2] Li also identifies other terms used in the literature to describe plurilingual practices: "polylanguaging, polylingual languaging, multilanguaging, heteroglossia, hybrid language practices, translingual practice, flexible bilingualism, and metrolingualism" (2018, p. 9), and Marshall and Moore present a list of terms and refer to the proponents of these while acknowledging overlaps and nuanced differences related to the focus, history, contexts, and ideological connections (2018, p. 19-21).

(COE, 2017, p. 28), and to its wider scope of metalinguistic awareness that optimizes Cummins' call for "teaching for cross-linguistic transfer" (2015, p. 588).

The *Companion Volume to the CEFR* compares many of these other, related terms and notions, and describes them as "all [being] encompassed in the term plurilingualism" rather than interchangeable, equal or parallel to it (COE, 2017, p. 28). This echoes the idea that the CEFR, and by extension PL, is "adaptable for use in different circumstances", "capable of further extension and refinement", and "in continuous evolution in response to experience it its use" (COE, 2001, pp. 7-8). This positioning of PL relative to other terms and notions forms the conceptual basis of the present study but takes into account that researching PL and implementing plurilingual practices and pedagogies carries with it additional responsibilities.

Marshall and Moore (2018) address the question of the place of PL among "lingualisms" (p. 19) by emphasizing that PL is a theoretical-pedagogical lens that is situated in teaching and learning contexts where "teachers challenge discourses of deficit, (in)competence, and open up spaces for a plurality of languages and cultures in their classes" (p. 22). Their clarification of PL is a response to critiques that PL (along with multilingualism, multiliteracies, multiculturalism, hybridity, as described by Kubota, 2016) can be manipulated or unwittingly used to advance neoliberal global capitalism that exploits and commodifies plurality (Flores, 2013) and celebrates difference to ignore or cover up social inequities (Kubota, 2016), often using language through new technologies for these purposes (Gramling & Warner, 2012). Lau and Van Viegen (2020) have attempted to reorient this discourse to highlight that the value of PL is acknowledged by its critics. Researchers such as Blackledge and Creese (2010) demonstrate how a critical stance can be key to examining multi- or plurilingual contexts by including flexible identities, multiple voices, and social and ideological process of language use and study (e.g., in their ethnographic case studies).

Building on a cross-disciplinary critical inquiry discourse in language, literature, art, and other disciplines that emerged in the 1970s (e.g., the Critical Multicultural Group; Chicago Cultural Studies Group) and more recently among scholars working with the interdisciplinary journal *Critical Multilingualism Studies* (Gramling & Warner, 2012), Kubota encourages researchers and educators to take language learning beyond individual free expression, hybridity, and fluidity in language use, to "raise mainstream people's awareness of their privilege vis-à-vis marginalized populations and invite them to explore how the status

quo can be transformed" (Kubota, 2020, p. 317). In this vein, the 2016 IL curriculum identifies critical literacy as a key consideration and describes it as addressing "issues related to fairness, equity, and social justice" by helping students ask "what view of the world the text advances, who benefits from the text, and how the reader is influenced" (OME, 2016a, p. 51). The CEFR encourages practitioners and language learners to reflect on a number of questions related to how language is used and enacted and why, and to take responsibility "in relation to other people" (COE, 2001, "Notes for the user", p. ii). Marshall and Moore (2018) point out that language teachers' fundamental responsibility is to employ strategies to help students in language and content learning rather than to focus on social activism in the classroom because of so many variables specific to individual classrooms and educational contexts. They conceptualize PL as a lens that brings language learning elements to the fore (i.e., agency, creativity, hybridity, learning, meaning-making), "while at the same time recognising context, social factors, and institutional/structural constraints when we change the focus of the same plurilingual lens" (p. 30).

While acknowledging the "new epistemology" of critical multilingualism (Martin-Jones et al., 2012, p. 1) the PL lens used to analyze the findings and discuss implications of this study is focused primarily on language teaching as it is described in the 2016 IL curriculum and in the context of what teachers and students are able to accomplish in the context of the ContEd IL class. In addition to its theoretical relevance, PL is the most appropriate concept to use for a study of IL administrators because it is explicitly mentioned as forming the basis of the new Ontario IL curriculum (OME, 2016a, p. 7). It is also reflective of the recommendations for a more flexible and interconnected perspective in language education that satisfies the objectives outlined in Canadian language policies and relates directly to the socio-cultural contexts of Ontario schools (Arnott et al., 2017; Krasny & Sachar, 2017).

Is There a Difference Between Plurilingualism and Multilingualism?

It is worth noting that in the Canadian context of official bilingualism and legislated multiculturalism, the terms *multilingualism* and *plurilingualism* have been used in educational research to refer to the same thing. Plurilingualism is often confused with multilingualism (ML), and it is not unusual for the two terms to be used interchangeably despite their fundamental differences (Krasny & Sachar, 2017; Taylor & Snoddon, 2013). The 2017

Companion Volume to the CEFR elaborated on the original (2001) definitions of ML and PL, and the distinctions between them, in a section dedicated to plurilingual and pluricultural competence:

> The CEFR distinguishes between multilingualism (the coexistence of different languages at the social or individual level) and plurilingualism (the dynamic and developing linguistic repertoire of an individual user/learner). Plurilingualism is presented in the CEFR as an uneven and changing competence, in which […] plurilinguals have a single, inter-related, repertoire that they combine with their general competences and various strategies in order to accomplish tasks. (COE, 2017, p. 28).

While ML makes reference to a multitude of languages at the level of a society or an individual, PL as a term and concept continues to be developed by scholars and practitioners into a vision for education and an approach for lifelong language learning focused on the learner. To illustrate this, Piccardo contrasts the two terms in relation to classroom practice. She writes:

> A multilingual classroom is a classroom in which there are children who speak different mother tongues. A [p]lurilingual classroom is one in which teachers and students pursue an educational strategy of embracing and exploiting the linguistic diversity present in order to maximize communication and hence both subject learning and plurilingual/pluricultural awareness. (Piccardo, 2018, p. 214).

This contrast highlights the fact that ML is a state in which multiple languages exist or co-exist in a given context, while PL is a dynamic, ever-changing experience that enlists a teaching strategy for meaningful linguistic interaction within a context of plurality. A clear distinction between PL and ML helps researchers and practitioners in the field of education understand the significant difference between the two and the potential implications of that difference. In addition, since PL has developed into a key notion in language education research (Arnott et al., 2017) and practice (e.g., foundational to the 2016 IL curriculum), it is important for any study about PL in education to differentiate between these two terms. This is especially the case for studies that seek the perspectives of participants who often don't make the distinction but who are responsible to guide teachers on elements relating directly to the notion of PL and plurilingual education.

What is Plurilingual Education and Plurilingual Pedagogy?

Within a decade of the CEFR being published and implemented in the European Union and beyond, researchers and educators responded to an imbalance of application of the competencies, where the development of learners' individual language competencies in language classrooms overshadowed almost completely the Framework's plurilingual and intercultural objectives and competencies in education systems. Materials, resources and references based on conferences, seminars and pilot research projects were disseminated to support the development of language policies, curriculum design and instructional strategies that centered around "plurilingual and intercultural education [as it] is one of the CEFR's main emphases" (Beacco et al., 2010, p. 5).

As early as 2007, researchers such as Beacco and Byram observed that "[t]he aim of plurilingualism and plurilingual education is not simultaneously teaching a range of languages, teaching through comparing different languages or teaching as many languages as possible. Rather, the goal is to develop plurilingual competence and intercultural education, as a way of living together" (2007, p. 18). The Council of Europe's European Centre for Modern Languages (ECML) created and disseminated *A framework of references for pluralistic approaches to languages and cultures* (authored by Candelier et al., 2012). This and other resources were to complete the duality of plurilingual and intercultural education as presented on the ECML's webpage, where plurilingual education "has two major aspects: education for plurilingualism [with] the aim of developing a learner's plurilingual repertoire; and education through plurilingualism [by] making use of different languages as a resource for quality education" (COE, 2011-2020). Beacco et al. (2010) provide important details: :

> Plurilingual and intercultural education has two aims. First, it facilitates the acquisition of linguistic and intercultural abilities: this involves adding to the linguistic and cultural resources which make up individual repertoires, using the available means efficiently. It covers the teaching of all languages, be they languages of schooling, foreign languages, regional or minority languages, or classical languages. Aims differ according to learners' needs, languages and contexts. Secondly, it promotes personal development, so that individuals can realise their full potential: this involves encouraging them to respect and accept diversity of languages and cultures in a

> multilingual and multicultural society, and helping to make them aware of the extent of their own competences and development potential. (p. 15)

Researchers' attempts to link the theory to practice for curriculum planners and educators in this domain resulted in offshoots and layers of terms for approaches for a plurilingual education. For example, in his analysis of how the didactics of plurilingualism in Europe emerged, Gajo's begins by acknowledging the usefulness of the duality of objectives of *education for PL (*the development of a plurilingual repertoire), and *education through PL* (the development of intercultural understanding), calling the latter *plurilingual education*, and proceeding to rename Beacco's two categories as "teaching plurilingualism" and "plurilingual teaching" (2014, p. 121).

In addition to elaborating on the characteristics of Beacco et al.'s two categories, Gajo adds a third category, where languages are integrated into subject areas in bilingual education; Gajo then proceeds to identify and provide example for all three categories, referring to them as "pluralistic approaches" for the "didactization of plurilingualism" (pp. 121-122). Rather than seeing this diversity and profusion of terms and approaches as negative, Gajo praises the move in Francophone research towards "adopting the plural form for 'plurilingualism' – *plurilingualismes*" (citing Moore, 2006), and encourages the elaboration of "sufficient and appropriate words to talk about plurilingualism and its didactics in order to allow some fruitful tension and transfer between theory, practice and social representations" (p. 128).

Researchers and practitioners in Canada and in Ontario derive much benefit from context-specific tools and resources created in other countries, but the nature of education systems of those jurisdictions is very different from the more uniform and province-wide school system in Ontario. Without using academic discourse and terminology, the revised 2016 Ontario secondary curriculum for IL incorporates many of the approaches to plurality and PL and explains these in general terms, without referring to PL, ML or other theoretical notions. However, this generalization and the form in which the information is presented in the 2016 IL curriculum risks busy administrators and educators missing important principles of PL in education by not having enough explicit or clear ideas of how to operationalize plurilingual pedagogies in their classrooms.

Although a few additional resources have been created for Ontario educators (such as ILEA's *Intercultural Understanding in IL* [2019] and the Ontario Modern Languages

Teachers Association [OMLTA] webinar [2018] and fact sheet on the action-oriented approach in IL classrooms [2017]), all research database searches and professional and research networks yield no other ongoing province-wide professional development, training or recent research on plurilingual education and pedagogies in the Ontario IL context. Research on IL administrators' perspectives on PL and the application of plurilingual approaches through the 2016 IL secondary curriculum in their school contexts may also shed light on the extent to which the terminology in the literature and in the resources might affect their understanding and confidence in this domain.

Leadership: Administrators' Role in the Implementation of the New IL Curriculum

Research on IL administrator perspectives as well as on ContEd administrators, in Ontario or elsewhere, is severely lacking. Broadly speaking, Ascenzi-Moreno, Hessson, and Menken (2016) found a paucity of studies worldwide that examined the role of (any) school leadership in school contexts undergoing language policy and curricular change (p. 198). Aravossitas and Oikonomakou (2018) included Ontario IL school board administrators alongside HL community-led language schools' administrators in their study of teacher and instructor perspectives on the professional development needs of non-certified HL elementary IL instructors teaching Greek in Ontario. However, the official status, roles, and work contexts of the IL administrators were not outlined. The small number of other Canadian scholars who include administrators' roles in student literacy development mention neither IL nor ContEd administrators, but only consider the perspectives of school principals working with culturally and linguistically diverse students in day schools (e.g., Cummins, 2014a; Peterson & Heywood, 2007).

The administrative roles and responsibilities of Ontario school principals are defined in the Education Act (Government of Ontario, 2010; RSO 1990, C. E. 2) and in OME policy documents such as *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements* (2016). Their role with regard to IL secondary classes is outlined in the section of "Roles and responsibilities in the Classical Studies and International Languages Program" of the IL curriculum (2016, p. 17). ContEd school board principals have the same training as all school principals in the Ontario public education system, which entails completing an undergraduate degree and five years of teaching experience, and obtaining certification in

three divisions (of the four available: primary, junior, intermediate, or senior) as well as two specialist or honour specialist additional qualifications or a Master's degree, and finishing the two-part Principal's Qualification Program (OME, n.d.).

The leadership role and domains of practices for school leaders (principals and vice principals) and system leaders (superintendents) in Ontario are described in further detail resources on leadership funded by the OME, such as those created by the Institute for Education Leadership ([IEL] Leithwood, 2012) and CESBA (n.d.). These resources revolve around the evidence-based *Ontario Leadership Framework* ([OLF], 2012) which identifies "improving the instructional program" as one of five domains of leadership practice, but also points out research suggesting that organizational management by principals, such as developing a strong school culture, affects student achievement more profoundly than principals' instructional leadership that "directly [focuses] on improving classroom instruction" (p. 7). Thus, one of the key roles of principals is to plan and coordinate "leadership distribution", where staff with subject expertise and other areas of specialization are appointed to provide leadership to their teaching colleagues, a recommended and standard practice in Ontario (pp. 7-9, 27).

Distributed Leadership in the Continuing Education Context

The concept of distributed leadership is very much a reality in IL course delivery across Ontario, which is led by ContEd principals and their designated board officials – an IL officer, coordinator or program manager – working with teachers to offer to students a flexible and regionally-appropriate learning experience (Deloitte & Touche, 2010; Government of Ontario, 2010; OME, 2012, 2016 a, 2016 b). While there exist no statistics nor other literature on senior ContEd managers currently working with ContEd IL secondary teachers, the subject association (ILEA) and professional association (CESBA) networks would suggest that they are often former teachers or educators who do not necessarily have the principal qualifications of their supervising ContEd principal.

The *Adult and Continuing Education Business Model Review* (Deloitte & Touche, 2010) describes the particular context of ContEd programming as functioning outside of the regular school system, but still being connected to it through support and collaboration within the district school board. Although ContEd leadership in Ontario has not yet been the subject of academic research, challenges in Ontario IL programming have been identified by

Ambrosio (2011, 2014) and Aravossitas (2014, 2018), and include high staff turnover, multilevel classrooms, limited instructional hours, week-long breaks between classes, the needs of diverse learners, and lack of teachers with second language teaching qualifications from Ontario for the senior (secondary) level.

Despite his recommendation that secondary school principals focus on organizational management rather than on instructional leadership, Leithwood agrees with West et al. (2005) that leaders in challenging contexts must, in fact, focus on teaching and learning through "leadership practices which contribute relatively directly to instructional improvement" such as "Actively overseeing the instruction program; […] Observing in classrooms and providing constructive feedback; […] Being a useful source of advice to teachers about how to solve classroom problems", and so on (2012, p. 28). Provincially mandated teacher performance appraisals do not apply to ContEd teachers, but boards can develop a process for evaluating and supporting the professional growth of teachers teaching ContEd courses (OME, 2010a). The perspectives documented in this study should provide some insights into common current feedback, intervention, and support practices ContEd administrators provide to teachers teaching secondary IL classes, as well as shed light on other elements of the work context and conditions of ContEd administrators and their programs.

Leadership: Perspectives on Plurality and Language Learning

Although few in number, studies of administrators in regular schools working with literacy and non-official language learning found that administrators were very supportive of the cultural and linguistic assets students brought to the school, and concluded that IL programs constitute an important element in students' literacy (Chumak-Horbatsch, 2012; Peterson & Heywood, 2007; Cummins, 2005, 2014a). Others have found that despite the prevalent monolingual approach to language teaching, where languages are taught as separate subjects in Ontario and elsewhere, school administrators within culturally and linguistically diverse contexts tend to embrace diversity and consider it an asset and a resource (Hunt, 2011).

While recent studies have begun to acknowledge that school administrators play a crucial role in literacy, and that IL programs are important factors in student literacy, researchers have not yet started to consider more specifically the perspectives and role of school administrators working directly in IL. The present study of Ontario school board

administrators' understanding and conceptualization of plurlingualism and of their role in helping teachers implement foundational elements of the IL curriculum may also shed light on how IL could be connected more directly to students' overall education and their day school program, in the spirit of "continuing education support[ing] the continuum of lifelong and lifewide learning" (Deloitte & Touche, 2010, p. 18).

Summary

The paucity of research specific to IL education within the trajectory of HL and IL research of the past four decades points to a need in educational research to understand, define, and orient the roles of IL ContEd administrators as key stakeholders in the task of implementing the concepts, strategies, and considerations of international language education in Ontario. Examining how IL administrators interpret and understand PL as a theoretical notion and how they view their role in applying plurilingual pedagogy as a practical approach to language teaching can begin to fill the gap in research in this domain.

It also moves forward the alignment of theory with practice in that the dissemination of the present research study's findings could help policy makers and administrators determine steps needed to implement a plurilingual approach by bringing new elements of the 2016 IL secondary curriculum into Ontario IL classrooms in a manner that makes sense in that context. The following chapter presents the conceptual framework for the present study by considering and synthesizing two key elements identified in the most recent research on PL in education: three levels of context for PL in education and three areas of implementation for a plurilingual pedagogy (Piccardo, 2018).

Chapter 3: Conceptual Framework

When eliciting and analyzing IL administrators' understandings and perspectives of a concept as complex as plurilingualism (PL) functioning in an education system with its own complexities (e.g., curricula, school visions, leadership roles, classroom enactments, and pedagogical approaches), it is important to adopt a research design that keeps each main aspect clearly defined, organized, and connected to an overall theoretical perspective, while providing space for relevant interconnections to emerge. Although true for all research, it is especially important here because the work of administrators involves and impacts teachers, students, communities, other administrators in the broader school system, and the realities of ContEd IL include the added complexity of functioning on the margins of education.

The overall theoretical perspective of this project rests on the theories and philosophical assumptions on which the concept of PL is based. These are described by Piccardo (2013, 2014a,b), and posit that (a) languages in a bi-/multi-lingual brain are not separate; (b) that language acquisition is socially enacted and rooted in specific socio-cultural contexts; and (c) that language teaching should be based on a combination of approaches rather than on specific methods. As discussed in the literature review, researchers call on educators to orient their practice towards approaches to language teaching that "engage purposefully with the rich linguistic repertoires" of the learners and communities they work with (Lau & Van Viegen, 2020). PL is rooted in a social constructivist perspective where multiple and intersecting views, interactions, and contexts are considered, and where learning is inextricably tied to and a product of social interaction (Vygotsky, 1934, 1987; Swain & Lapkin, 2013). As such, plurilingual approaches and pedagogies are *liquid, flexible, plural, synergetic, dynamic, non-linear, and complex* (Lau & Van Viegen, 2020; Piccardo, 2018).

Although Piccardo's call to "adopt complexity as [the] theoretical framework" for PL certainly addresses its fluid, hybrid and complex vision and characteristics (2018, p. 214), Imenda (2014) recommends that, where the theory is too general or broad, a conceptual framework be developed from its smaller components. "Whereas a whole theory may serve as one's theoretical framework," Imenda writes, "a conceptual framework is normally of a limited scope – carefully put together in the form of a conceptual model, and immediately applicable to a particular study" (p. 189). The social constructivist paradigm of this project will be addressed in the description of the methods in the next chapter, but the conceptual

framework of the present research is outlined below and synthesized into a visual representation of a conceptual model.

The *Common European Framework of Reference for Languages* (COE, 2001, 2017) provides a clear definition and description of PL in the context of language learning and teaching, and the *Framework of Reference for Pluralistic Approaches to Languages and Cultures* (COE, 2011-2020) provides a practical framework for plurilingual education. Without being formally and fully adopted in elementary and secondary education in Ontario, the CEFR has nevertheless become a kind of blueprint for language teaching in Ontario (Arnott et al., 2017; Cousineau, 2013) after the Council of Ministers of Education Canada (CMEC) researched the CEFR and recommended its application for language education in Canada (CMEC, 2010). Despite the use of these practical and applied frameworks for teaching and assessment languages, there appears to be no existing conceptual framework or model that could help plot or map themes that emerge from research on administrators' perspectives on plurlingualism. As identified in the literature review, the lack of pertinent research in the area of Ontario international languages programming, Ontario continuing education administrators, and PL in the context of heritage and international language learning and teaching, results in a lack of an existing theoretical framework for the present study.

A conceptual framework that synthesizes theoretical concepts and perspectives from many sources is considered by methodologists to be the most appropriate approach to guide the research and representation of the findings (Imenda, 2014, p. 189). The conceptual framework of this study draws on key theoretical concepts put forth by Piccardo's 2018 analysis of the plurilingual vision in education, and consists of, (a) the levels of context in which language learning and use happen; and (b) forms of implementation for effective language education. In the following sections, these two concepts are explained and consolidated by drawing from additional sources and the literature on PL to form the conceptual framework for the study:

- Contexts - three levels of context in which plurilingualism is enacted include:
    - the macro level (society);
    - the meso level (the classroom or institution);
    - and the micro level (the individual) (Piccardo, 2018; Gajo 2014).

- Implementation - three forms of classroom implementation of plurilingualism include metalinguistic awareness, mediation, and an action-oriented approach (Piccardo 2018, 2013). These are directly related to the five "enduring ideas" outlined in and guiding the revised 2016 IL curriculum (OME, p. 8):
    - authentic communication;
    - development of language learning strategies;
    - development of intercultural understanding;
    - critical and creative thinking skills and metacognition; and
    - making real-life connections.

Contexts

According to Piccardo, the key forms of a plurilingual pedagogy constitute "situated practices" in that they respond to complex, interconnected contexts in which languages are used and taught (2018, p. 223). Piccardo identifies three contextual levels for "plurilingual exchanges" consisting of (a) society at the macro level; (b) the classroom at the meso level; and (c) the individual at the micro level. These are similar to Gajo's three levels of context of "research on multilingualism", "languages in contact", and the conditions under which the pedagogy or "didactics" of PL emerged (2014, pp. 113-114). To map how PL can "fit into the educational system" (p. 120), Gajo describes the "macro-level (societal)" where diversity and ML is a given and a norm, the "meso-level (institutional)" where strategies of recognition of social diversity and the implementation of a language policy occurs, and the "micro-level (individual)" where questions of individual identity and resources affect the individual's values and their ability to communicate (pp. 113-116). Piccardo expands on Gajo's mapping of contexts by describing additional levels of complexities related to how languages function and how learning happens in plurilingual education specifically.

In the present study, school board administrators' perspectives on PL and their role in its implementation in IL classrooms are considered within all three levels of context because their work and the work of the teachers they guide is tied to each one of them. While often focused on the classroom, school board administrators, teachers and students also live, work and learn within the macro level of society and at the micro level of the individual, and are therefore affected by them even when in the classroom.

IL school board administrators can influence all three levels of context significantly through their leadership role. However, to do so effectively, they must be aware of how PL functions and how it can be operationalized in each level of context. Documenting administrators' understanding of PL and their role in implementing a plurilingual pedagogy should help identify which levels of context are most relevant for them and most clearly understood by them. Each of the three contexts is described below, as is their connection to HL learners' needs, the Ontario IL context, and their overall relevance to the conceptual framework of the proposed study.

Macro Level Context: Society

Krasny and Sachar (2017) describe the influence of language policies on the role and usage of languages in Canadian society, and how current demographics have brought about a plurilingual paradigm that highlights the need for change to policies and practices at the national, provincial, and local levels. Therefore, the use and interaction of different languages in society, and how people view this diversity and themselves within a more mobile, globalized world, influences their vision for education in language learning and overall literacy, which, in turn, affects education policy. With this, "the term plurilingualism conceptualizes language use in the twenty-first century to open new perspectives in language education" (p. 40, citing Coste, Moore & Zarate, 2009).

In Ontario, there already appears to be a strong appreciation of PL at the macro level context: to some degree, education policy and curriculum documents attempt to address the needs of culturally and linguistically diverse learners found in urban centers across the province. In the 2016 IL curriculum, the OME sets out expectations for inclusive and intercultural education. Through policy and curriculum, education systems set out specific objectives that reflect a wider social vision. In societies that value diversity, a plurilingual vision is translated through policy into classroom practices that "design and adopt new models of education based on diversity" (Coste & Simon, 2009, p. 177) to legitimize the broader social vision and to help students and learners understand, appreciate, and navigate the complexity of their own identities and those of the world in which they live.

Acting as a bridge between policy-makers and teachers, school board administrators play an important role in implementing the objectives and socio-cultural vision for language education in ContEd and other teaching and learning environments. Research shows that a

school's leadership can be the "bottom line in effectuating change" (Ascenzi-Moreno, Hesson & Menken, 2016, p. 201; Bryk, 2010). In this respect, administrators' perspective and understanding of PL and of the role of language(s) in society could illuminate the extent of their willingness and ability to help guide, coach and train IL teachers, and to be open to working for and with new approaches to language teaching.

Meso Level Context: The Classroom

Studies have shown that it is "relevant that teachers understand plurilingual and intercultural education not as new methodology for the teaching of languages, but rather as a change in perspective" (Pinho & Moreira, 2012, p. 20, citing Cavalli, Coste, Crişan, & van de Ven, 2009). At the same time, promoting an overall plurilingual vision in an individual classroom or in the broader school system needs to be supported with concrete tools and guidance. Researchers have found that teachers in general feel unsure about how to implement a plurilingual vision due to a lack of professional knowledge and training in this area (Pinho & Moreira, 2012) caused in part by the continued focus in education on monolingual approaches to teaching languages (Cummins, 2005; Lin, 2013; Piccardo, 2018), and that IL teachers have difficulty in finding support and resources (Ambrosio, 2014; Cummins, 2014a).

PL and plurilingual pedagogies require structured intervention, ongoing support, and teacher education (Coste & Simon, 2009; Prasad, 2016). They also require a recognition supported by research (Ballinger et al., 2017) that plurilingual practices in a minority language classroom should not result in the use or inclusion of the dominant language (ex. English) during instructional time in order to, for example, help the students make "cross-linguistic connections" (p. 30). A reflection on which plurilingual pedagogies are appropriate in an IL classroom could be useful to help administrators counter IL teachers' resistance to bringing in other languages and cultures into their class by helping them identify approaches and pedagogies that can enrich their students' learning experiences without compromising their target language development.

Research suggests that common challenges in IL classrooms identified by Ambrosio (2014) and Aravossitas (2014), such as multilevel classes and poor student motivation, could be overcome with a plurilingual pedagogy (Piccardo, 2013). Students feel more valued and self-confident in an environment that considers their plurilingual repertoires to be an asset rather than a hindrance (Cummins 2014a; Krasny & Sachar, 2017; Andersen, 2011).

Intercultural understanding reinforced through mediation enhances collaboration and peer support (Piccardo, 2018). Students feel empowered in classroom environments that acknowledge that, "all knowledge of a language is partial" (COE, 2001, p. 169) because their competencies, limited or diverse, can be activated and useful in the learning process. The 2016 IL curriculum reminds educators that by "acknowledging and validating the student's proficiency in the language(s) that he or she already knows, the classroom teacher reflects the belief that all language knowledge is important and that the language learning can be a lifelong endeavour" (p. 9).

The idea that "we are all plurilingual" – including those traditionally considered to be monolingual – and that we live in our own language(s) made up of a plurality of language systems, registers, and language varieties (Piccardo 2013, pp. 604-605; Coffey, 2015), can encourage administrators, teachers, and learners to consider that PL can "help students develop an interest in languages without placing one group of students or select languages above the rest" (Granger, 2018, p. 350). While the discussion on PL in Canada has revolved primarily around culturally diverse urban classrooms, Krasny and Sachar (2017) posit that there is actually an acute "need for educator awareness [about plurilingualism] … in mainstream classrooms with *fewer* linguistic minority students where issues of identity and power invariably intersect with issues of learning and instructions" (p. 44). In addition to encouraging these students to take up the study of additional languages, educator awareness in all contexts could "begin to redress, if only in small part, historical injustices committed against Canada's indigenous people in the form of cultural and linguistic annihilation" through "an educational commitment to [all] students' right to exercise linguistic agency within a range of intercultural interaction" and "opportunities to invest in their own linguistic practices" (pp. 44-45).

Busy IL administrators may not be aware of the 2016 IL curriculum examples of activities that connect the target language and culture to First Nations, Métis and Inuit peoples of Canada (these are found in the specific expectations for intercultural understanding in the curriculum), or they may not be aware about the importance of including these learning experiences in minority language education. Depending on their personal and professional trajectories, administrators may have some ideas or experiences to share with IL teachers about drawing connections between the IL classroom and their students' overall education, so

that “learning beyond the [IL] classroom” (OME, 2016a, p. 9) is not limited to weekends, and does not “remain unheard and separate from the shared reality of learners during school hours” (Bernaus et al., 2011).

Micro Level Context: The Individual

Principles of PL that affect the individual begin with how different languages are used, validated and positioned in the individual lives of learners, teachers, and administrators, how these affect their identity and their personal epistemology, and how they influence their metalinguistic awareness. Assumptions and attitudes related to language use are acquired, both implicitly and explicitly in the home, at school and within the policies of the broader society (Krasny & Sachar, 2017). More often than not, languages continue to be separated and siloed, with HLs relegated to the home, the cultural community, or to a weekly IL class (Wong Fillmore, 2000; Chumak-Horbatsch, 2012; Cummins, 2014b).

Krasny and Sachar identify the aim of plurilingual education as being “to better leverage students’ home language and literacies to strategically address issues of student identity, achievement and engagement” (2017, p. 36). Affirming and validating their linguistic and cultural identities provides learners with the competence and confidence needed to successfully mediate in the classroom and beyond, to apply their languages to real life situations where they understand that language is useful in bridging two or more contexts or cultures, and to activate their plurilingual competencies for intercultural understanding. An action-oriented approach takes advantage of authentic communication and real-life tasks to enhance the language learning process for lifelong learning.

In this way, a plurilingual approach viewed at the micro level seeks “to enhance and develop language competence and speakers’ individual linguistic repertoires, from the earliest schooldays and throughout life” (Beacco & Byram, 2007, p. 18). Administrators can help reinforce the idea that, from an educational perspective, “plurilingualism requires whole person education, […] to integrate formal and informal learning” (Piccardo, 2018, p. 223). Working with the basis of lifelong language learning that the OME identified as being central in the IL 2016 curriculum, IL administrators are likely to have some ideas to use plurilingual pedagogies in their context to support “the continuum of lifelong and lifewide learning” (Deloitte & Touche, 2010, p. 18).

Summary of Contexts

The three levels or areas of context described above were not developed nor postulated by Piccardo as a framework, but were provided by her as an observation of "plurilingual exchanges" (2018, p. 214) and are explicitly related to plurilingual education. In this perspective, the implementation of a plurilingual education or a plurilingual pedagogy is a context-specific situated practice that depends largely on the dynamics of each specific group of learners, as well as the teacher and the support structure that includes administrators. Moreover, one cannot talk about context without speaking about culture, particularly in a diverse and multicultural Ontario.

HL and IL students' cultures and the teachers' cultural experiences, assumptions, and attitudes are often informed by socio-cultural factors and individual interests or preferences related to the cultural community that is often related to and supportive of the IL class or program (Granger, 2018). Therefore, when analyzing the data of this study, it is imperative that the specific needs of the HL learner and the IL classroom be considered when looking at contexts, as well as (a) how they're perceived and "activated" in the social fabric on the national, local, community levels; (b) how this affects the class dynamic; and (c) to what extent administrators might understand this when guiding teachers in implementing the 2016 IL curriculum and a plurilingual education.

Implementation

Piccardo (2018) outlines three forms or areas of classroom implementation for a plurilingual pedagogy: metalinguistic awareness, mediation and the action-oriented approach. These three forms are the main "ways […] PL feeds innovation in language pedagogy" (p. 218), and reflect the three theoretical domains on which plurilingual education is based: the psychocognitive (metalinguistic awareness and connectionist paradigm), the sociocultural (mediation and cultural context), and the pedagogical (action-oriented approach as a post-method language teaching; Piccardo, 2013, Piccardo, 2014b; COE, 2017).

Alongside the aforementioned areas of context, the theoretical underpinnings of a plurilingual pedagogy that inform the 2016 IL curriculum and Piccardo's three areas of implementation form the foundation of the conceptual of the present study. Accordingly, Figure 1 presents the OME's vision that lifelong language learning is supported by the following "enduring ideas" or approaches: authentic communication, development of

language learning strategies, development of intercultural understanding, critical and creative thinking skills and metacognition, and making real-life connections (2016a, p. 8). Each one of these is directly related to the three areas of classroom implementation identified by Piccardo (2018) and outlined below.

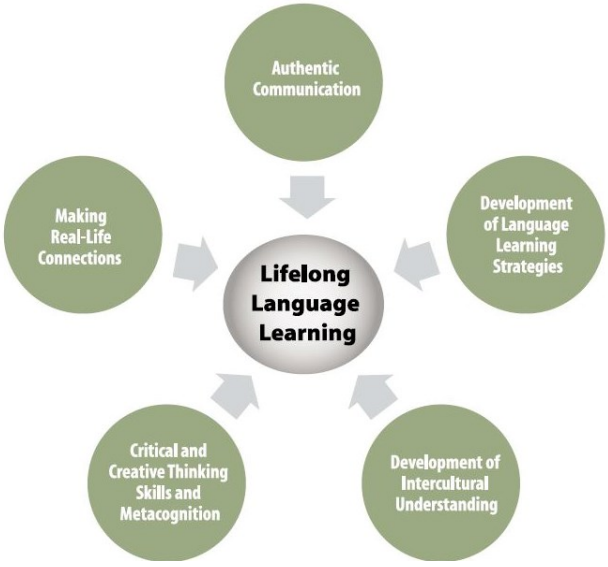
Metalinguistic Awareness

The first of the three areas of implementation, the *use of different languages and metalinguistic awareness*, encourages a reflexive approach to language learning that incorporates elements of numerous languages to enable the use of a full repertoire of resources and strategies (Piccardo, 2018; COE, 2017, 2001; Beacco et al., 2010). For example, when learners are prompted to analyze and compare etymological and cultural aspects of words and expressions across the languages represented in the classroom, they learn to appreciate the value of using other languages for a better understanding of their own plurilingual repertoire. The comparative approach (Auger, 2004), language portfolios (COE, 2001), linguistic portraits (Prasad, 2013, 2016) and dual- or multi-lingual books (Cummins, 2014a) are tools and practices already implemented in Ontario and elsewhere that focus on a plurilingual approach. Piccardo writes that, "it is precisely the importance given to the reflexive, comparative, and metalinguistic dimensions that distinguishes plurilingual pedagogies from multilingual ones" (2018, p. 220). While ML leaves the different languages in their own spheres, PL seeks to integrate and interrelate the different languages to further learning objectives.

Metalinguistic awareness is directly related to three of the five enduring ideas of the 2016 IL curriculum represented in Figure 1. Administrators' perspectives in the proposed study may reveal an awareness of their own language repertoires, an interest in the plurilingual nature of their communities, or an understanding that developing a strong school culture entails "support[ing] students' learning by promoting the value of […] learning second or additional languages" (OME, 2016a, p. 17). To fulfill the 2016 curricular requirements, administrators can help teachers implement metalinguistic awareness strategies that "encourage explicit language instruction" (p. 11) to help learners form "habits of the mind" (p. 8) and to appreciate other languages and cultures (p. 12). The curriculum identifies the awareness "of similarities and differences among languages and cultures" as being central to

Figure 1

Enduring Ideas in the 2016 International Languages Curriculum (OME, 2016a, p. 8)



lifelong language learning (p. 9), a stance which could help administrators develop school policies and encourage instructional strategies that connect students with the plurilingual vision espoused in the curriculum.

Mediation

Piccardo expands the definition of *mediation* from the original CEFR idea that it is "a (re)formulation of a source text" such as translating or interpreting (COE, 2001, p. 14). As an area of classroom implementation, mediation includes a broader application of "the integration of different languages [to facilitate] meaning-making" in social exchanges (Piccardo, 2018, p. 218). As one of the four areas of communication espoused by the COE (2017), mediation draws upon the other three areas (i.e., reception, interaction and production) to encourage learners to interpret and apply the external context (i.e., another language or culture) in a linguistic interaction amongst peers with diverse linguistic repertoires during group work activities.

Four types of mediation - linguistic, cultural, social, and pedagogic - can be exercised in classroom activities, such as students using (re)sources in a variety of languages, discussing issues or presenting projects in more than one language, or mediating a conversation between speakers of two or more languages (Piccardo, 2018). Mediation is a key strategy for a plurilingual pedagogy because it integrates different languages and nonverbal communication, and incorporates varying levels of language competency in the classroom.

All five of the IL curriculum's enduring ideas relate directly to the plurilingual pedagogy of mediation. While metalinguistic awareness provides opportunities for students to develop metacognitive learning strategies, mediation helps students develop social and affective learning strategies through cooperation and interaction with others. (For examples of categories of language learning strategies, see p. 10, OME, 2016a). Through both distributed leadership and instructional leadership, administrators can model a culture of mediation and respect for diversity, as well as encourage a plurilingual vision for an inclusive school culture.

The Action-Oriented Approach

The third area of implementation is the *action-oriented approach*, a perspective that emphasizes that learners are "social agents" who learn by interacting to accomplish tasks in a real-life learning environment "in the context of a problem to be solved, an obligation to [be fulfilled] or an objective to be achieved" (COE, 2001, pp. 9-10). Group work and the use of authentic texts such as pamphlets, news articles, and blogs might be used in the action-oriented approach, as would learner-led planning that breaks down a project into tasks and sub-tasks, uses resources strategically (ex. online translation tools), and reflects to evaluate the process. The problem-solving characteristic of the action-oriented approach often includes metalinguistic awareness and mediation, thereby further enhancing the leaner's plurilingual development (Piccardo, 2018).

All five of the IL curriculum's enduring ideas are utilized and put into action through the action-oriented approach which focuses on cognitive language learning strategies, defined in the 2016 IL curriculum as "a direct manipulation of the language" through tasks (p. 10). Administrators can actively encourage integrated curriculum practices, a focus on interaction, inquiry and experiential learning in IL classes, as well as other instructional strategies for an "action-oriented approach to teaching second or additional languages [to] put real communication at the center of all learning activities" (OME, 2016a, p. 10).

Summary of Implementation

Plurilingual education is described by Beacco et al. (2010) and the ECML as being comprised of two elements: education for PL, which is the development of a language repertoire for individual learners; and education through PL, which is making use of different languages as a resource for quality education. The 2016 IL curriculum describes many approaches and strategies relating to those two elements as well as to Piccardo's three areas of implementation (2018). The three forms of classroom implementation described above and

integrated into the conceptual framework for this study should provide an effective structure for capturing and analyzing a broad range of perspectives in this study.

Descriptions of the five enduring ideas and new instructional strategies in the 2016 curriculum place a major accent on teaching students language learning strategies, language awareness, and critical inquiry through an action-oriented approach, without losing the benefit of teaching grammar and structure based on the communicative approach that "places the learner at the centre of the learning process and places communication at the forefront" (Piccardo, 2014b, p. 13). This study may bring to the fore strategies to help administrators in their struggle to a) orient IL teachers away from lecture-style course delivery or grammar-centered teaching approaches, b) provide IL teachers with examples of successful models of communicative, action oriented and other transformative learning approaches, and c) work with teachers to identify elements of a plurilingual education appropriate to the IL context in Ontario.

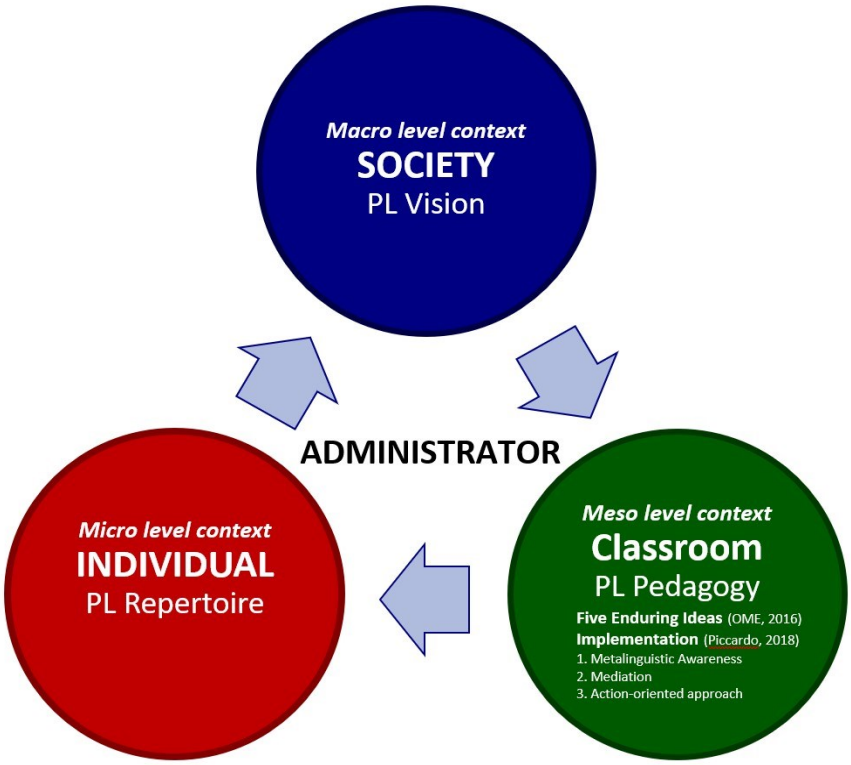
Summary of the Conceptual Framework Guiding the Study

Figure 2 provides a visual representation of the conceptual framework developed to orient the inquiry, to hone the research design, and to organize and interpret the data collected. Broadly speaking, the conceptual framework represents the elements of situated practice for plurilingual pedagogy (Piccardo, 2018) that are likely to be experienced by school board administrators working with IL teachers in Ontario. In this visual representation, each context is represented separately in form of a circle, and each respective area of context has been elaborated to connect it to PL in education: a plurilingual vision (society), a plurilingual pedagogy (classroom) and a plurilingual repertoire (individual).

This conceptual framework also incorporates Piccardo's three main areas of classroom implementation for a plurilingual pedagogy: metalinguistic awareness, mediation and an action-oriented approach, which also encompass the five enduring ideas set out in the policy document for Ontario IL teaching (OME, 2016a). In Figure 2, all three areas of classroom implementation have been placed in the meso context (i.e., the classroom) because this is the context in which the pedagogies are most likely to be observed or operationalized. The

Figure 2

Conceptual Framework: Levels of Context and Areas of Implementation (based on Piccardo, 2018)



administrator is placed in the center of the representation, as it is their understanding and articulation of perspectives and lived experience that will determine the findings.

Administrators' perspectives on their role of guiding teachers to implement the 2016 curriculum and plurilingual pedagogies will likely include the classroom context, but it may very well focus on something broader: the vision for education – on diversity and IL within the fold of official bilingualism. Since the context in which ContEd administrators guiding teachers working in secondary IL classrooms is complex and the 2016 curriculum is filled with many new program elements and instructional strategies, I expect that administrators' perspectives will touch upon all three areas of context (societal/educational/individual) as well as a few of the forms of implementation (classroom pedagogy) for a plurilingual education.

The elements representing each area of context in this diagram are the same size and scale, and they do not overlap. It is expected that the themes emerging from the data will link back to the classroom context, and that the social and cultural relevance of PL will likely result in themes that relate to all three contexts and areas of implementation that intersect,

overlap, or point to each other. This may result in the weight or significance of any one area of the framework emerging as more important than others to reflect the findings.

In her work, Piccardo adopts complexity as the theoretical framework through which she ties complexity theories (ex. complex adaptive systems [CAS]) into the three areas of context in which "the interaction (…) of different languages enables the emergence of linguistic composita or hybrids [of creative learning solutions] that are contextually effective" (2017, p. 216). Though the present study does not delve into complexity theories, the way in which this visual representation of the conceptual framework will change after the data is analyzed will reflect the degree of complex interactions and attempt to illustrate the non-linear nature of the subject and the context. Although the three areas of context are placed as individual circles around the administrator, with arrows indicating a clockwise flow between society, the classroom, the individual, and back to society, this configuration and flow may well change after data analysis. Figure 2, therefore, is conceived as a starting-point for a visual representation of how administrators understand PL in education (three levels of context) and with regards to their role in guiding teachers with implementing the 2016 IL curriculum.

Analyzing the data using this framework will inform the interpretation of the data. In order to map out and draw conclusions related to administrators' perspectives on PL in particular and their overall role in IL, specific criteria, characteristics and examples for each context were needed. To this end, Table 1 elaborates on Figure 2 to propose characteristics and examples from each level of context as they are described individually earlier in this chapter. Conceived as a supporting tool to help organize and cross-reference the research findings with the visual representation of the conceptual framework proposed in Figure *2*, this table is designed as a preliminary mapping and starting point for the identification of potential themes that could emerge in the study of administrators' perspectives on PL and their role in guiding IL-s teachers in Ontario. Since these characteristics and examples intended to guide the data analysis are based on the literature and past empirical studies in PL, the themes and issues that emerge from the data will be represented within a framework based on a word table (Yin, 2009) with the case and theme descriptions contributing to a theoretical model as discussed by Creswell (2013).

Table 1

Characteristics of Levels of Context (as per description above based on Piccardo, 2018)

Level of context	**Characteristics and examples of each level of context**
Macro-level SOCIETY *plurilingual vision*	- language policies (legislation) and practices (use) - diversity in demographics and migration / immigration - education policy and practices (curriculum documents) - values, identity politics - 21st century global context - inclusivity, intercultural understanding - socio-cultural group cohesion - federal & provincial legislation; MOE regulations & curriculum - Ministry of Education, decision-makers, administrators
Meso-level CLASSROOM *plurilingual pedagogy*	- perspective that values diversity in cultures and languages - actively countering a monolingual or dominant language focus - language awareness; benefits of multi-/plurilingualism - concrete application of values/vision through tools, approaches - training and resources to support teachers - multilevel classes, students' prior knowledge & diverse abilities - technology, critical thinking, 21st century & global competencies - student motivation, engagement and success - intercultural understanding in IL class and day school contexts - classroom dynamics, group cohesion - teachers
Micro-level INDIVIDUAL *plurilingual repertoire*	- language repertoire, literacy, use of languages, prior knowledge - language awareness and intercultural understanding - identity, values, personal epistemologies (assumptions, attitudes) - relevance of language learning to the real world - personal motivation, engagement and success - 21st century competencies; lifelong language learning - whole person education - authentic communication and social aspects of language learning - community and family - students

Research Questions

In response to gaps in the relevant literature on the ContEd IL context and in line with the conceptual framework described above, this study aims to answer the following two research questions:

- How does a purposeful sample of Ontario school board continuing education administrators conceptualize plurilingualism?
- How do these administrators see their role in helping teachers implement Ministry of Education documents related to plurilingual curricula and pedagogy?

These two research questions tie a wider vision of language teaching in Ontario to concrete strategies to offer teachers by examining whether Ontario ContEd administrators working in IL perceive PL as being "an inclusive term which … allows minority languages to be recognized as a resource for both the individual and for society" (Andersen, 2011, p. 135), and by identifying key themes that emerge through discussions about a plurilingual pedagogy in the Ontario IL context. This research also sets out to contribute to the field by moving the implementation and enactment of PL beyond a grassroots level of exceptional teachers and individual classes (Cummins, 2014a; Lin, 2013) to include stakeholders at an institutional level (school boards, provincial associations, OME) particularly because they influence what happens in IL classrooms across the province.

Chapter 4: Methodological Approach and Methods

Methodological Approach

As a research methodology that is attentive to context and descriptively precise, qualitative research is the most appropriate for answering the research questions of this study (Sandelowski & Boshamer, 2008). This study, therefore, is grounded in two approaches to qualitative research: case study and phenomenology. Data from four separate cases constitute the primary focus, with the lens of phenomenology adding depth and reflection[3]. Case study research aims to describe and expand the understanding of a phenomenon in its context (Rowley, 2002; Stake, 1995), while phenomenological research "describes the common meaning for several individuals of their lived experiences of a concept or phenomenon" (Creswell, 2013, p. 76). The phenomenon being considered here is the degree of clarity surrounding plurilingualism (PL), the context is Ontario ContEd departments offering IL classes and supporting those who teach them, and the cases under examination are school board administrators who are responsible for guiding and supporting secondary IL teachers. Case study and phenomenology also complement one another; in this study, the aim is to capture the rich complexity within clearly-defined, bounded cases (Miles & Huberman, 1994; Merriam, 1998) where participant responses and additional data add an in-depth understanding of the phenomenon (Hamilton & Corbette-Whittier, 2013; Creswell, 2013).

To date, research on IL in Ontario and on PL in education has adopted either mixed methods design (for example, Aravossitas, 2014; Aravossitas & Oikonomakou, 2018; Ambrosio, 2014) or qualitative design - most often case studies (e.g., Prasad, 2012; Peterson & Heywood, 2007). The research design of the present study is rooted in the social constructivist tradition where the ontological perspective is one that considers multiple individual views and seeks different perspectives to acknowledge the value of multiple and complex realities of the participants and the phenomenon being interpreted (Creswell, 2013; Imenda, 2014).

This study also considered factors that influenced participants' perspectives as they interacted with the researcher (interviews), with their own assumptions (multimodal interview responses), and with other participants (focus group session). Consistent with a social

[3] The reflection through bracketing and the temporary and periodic suspension of prior experience and assumptions in phenomenology is described in the section on data analysis at the end of this chapter.

constructivist epistemological orientation, this study considers the context of the participants' lived experience and elements affecting the development of their perspectives. The axiological assumptions underpinning this study also align with social constructivism in that the premise of inquiry rests on the sociocultural value attributed to language learning, diversity, and the teaching profession in the contexts in which the researcher and participants work and interact (i.e., Canada, Ontario, IL, and ContEd).

Although not studying IL specifically, Coffey (2015) used a phenomenological perspective to document and analyze the lived experience of teachers in a language awareness exercise that highlighted the importance of adding innovative and metaphorical elements to competence-based measures of language proficiency in plurilingual contexts. In the present study, participating administrators' lived experience of PL may be enhanced by their imagined future experiences through discussion of their current conceptualizations along with their past experiences in language learning, use, and teaching (i.e., themselves as plurilinguals, as SLE students, travelers, teachers, teacher coaches, and so on). Since lived experience can touch upon different moments in time and in a person's development, a phenomenological approach can enrich what Yazan calls a heuristic case study that "illuminates the reader's understanding of the phenomenon", particularly when readers might share or relate to certain aspects of the experience or phenomenon (2015, p. 139).

The present research study is based on four cases, constituting a multiple case design that can provide more robust research outcomes than a single case study (Rowley, p. 21). Here, an in-depth description of each participating administrator's conceptualization and understanding constitutes individual cases. This study is *embedded*, where multiple cases are examined through multiple units of analysis and sub-units (Rowley, 2002), using terms from case study research and phenomenology. For example, *categorical aggregation* from case study research is considered by methodologists to be parallel to the first stage of identifying *significant statements* in phenomenology (Creswell, 2013, p. 200).

The sub-units in this study consist of thematic connections made between the data, the literature, and the conceptual framework guiding this study. Following Rowley's methodology of embedded case studies, the present study is designed to weave the themes and sub-units "together to yield an overall picture … [for] a holistic perspective from the analysis of [the

cases and their] sub-units" (2002, p. 22) by "reducing them to a small, manageable set of themes to write into [the] final narrative" (Creswell, p. 186).

To guide the design of such research, particularly for descriptive studies, Rowley encourages that propositions or hypotheses be articulated before data is collected (2002, p. 19). While this may seem contrary to a social constructivist approach in which interpretation and insight emerges throughout data collection and analysis, and despite hypotheses not being conducive to phenomenological research (O'Leary, 2014, p. 42), my statement of hypotheses before the study made my assumptions evident and transparent from the beginning of the study. As discussed in the introductory chapter, my colleagues and the teachers with whom I worked over the years expressed confusion in two areas related to PL in education: (a) what PL is; and (b) how exactly is it to be implemented in the classroom context. The two research questions and the conceptual model (Figure 2) provide a study design related to my hypotheses that: (a) the confusion and lack of clarity around plurilingualism plays a role in Ontario ContEd IL administrators' conceptualization of PL in education; and (b) there is a need, an interest, and a vision among these administrators to address this confusion and to make training in and the implementation of plurilingual pedagogies possible. This study was designed to provide insight into whether the confusion about PL exists in the minds of administrators or in OME documents (i.e., the 2016 IL curriculum), or both. The data collection tools and data analysis process described below yielded data pertinent to the above question, such as terms and terminology participants used to describe PL, references they made (or failed to make) about the 2016 IL curriculum, as well as their interpretations, recommendations, and questions.

Methods

The following sections describe the recruitment process, study participants, data collection instruments, procedures, and the data analysis process. As the cases under examination are school board administrators who are responsible for guiding and supporting secondary IL teachers, I recruited a purposeful sample from a clearly defined, bounded pool of potential participants comprised of administrators with experience in hiring, training and supervising secondary level IL teachers in an Ontario ContEd context. In this line of work, this

group of administrators would have had a chance to review and implement the 2016 IL curriculum and some of the related resources (see Appendix A).

Recruitment

ContEd administrators working in IL in English- and French-language school boards across Ontario were recruited for all data collection activities so that the perspectives and voices of both linguistic branches of the Ontario school system could be included.[4] Nevertheless, neither differentiation nor comparisons between the two language branches were considered in the findings because that level of analysis falls outside the scope of this project and its research questions.

Before seeking ethics approval from district school boards, a wide pool of potential participants was informed about the project in two PowerPoint presentations at ILEA and CESBA meetings in the autumn of 2018. The 15-minute presentations described the key elements of the project and situated it in the research literature and in empirical studies in IL completed in Ontario. After the presentations, books and articles cited were circulated, as were several paper copies of the draft questionnaire.

After receiving approval from the University of Ottawa Office of Research Ethics and Integrity on November 29, 2018, and subsequent permission from the Boards of Directors of the chosen associations, the online questionnaire was sent by the associations to their members: ILEA (40 potential participants) and CESBA (20 potential participants with some overlap between the associations). Upon completing the online questionnaire, participants could choose to provide their email address for purposes of receiving the research findings once the data were analyzed.

Emails were not collected from questionnaire respondents for purposes of recruitment because the online questionnaire was designed to collect demographic details and anonymous personal perspectives to enrich the study. The decision to favour participant anonymity over the opportunity to recruit was based on feedback after the presentations at ILEA and CESBA, where potential participants expressed concern about anonymity in their survey responses.

After the information sessions and before even completing the online survey, eight administrators contacted me by phone or in person about their interest in participating in an interview and the focus group. Once they confirmed their experience in hiring, training and

[4] All recruitment materials, consent forms, and instruments were translated into French, approved by the Research Ethics Board at the University of Ottawa, and used where appropriate throughout the study.

supervising secondary level IL teachers (i.e., to fulfill the criteria for interview and focus group participation), these potential participants were informed that they would receive an email invitation. Ethics queries or applications were sent to their boards before the email invitations were sent.

Subsequently, I selected five additional administrators with whom I was acquainted to ensure an appropriate sampling, and sent out interview invitations by email to these five administrators as well as well as ethics queries to their boards, where applicable. I followed Creswell's "purposeful sampling strategy" recommended for qualitative research (2013, p. 155). Recruitment for the questionnaire through the associations was designed to cast a wide net limited by "criterion sampling" (p. 155), which is often used in phenomenological studies to ensure that potential participants have experienced the phenomenon. A "maximum variation sampling" suited for case study research was used for the interviews and focus group session to provide a framework for multiple and diverse perspectives (pp. 156-157). With this in mind, I selected the five additional administrators by considering the number of years they've worked in IL, their position, and the school board language (English or French).

Protecting participants' anonymity in this study was particularly important because of the size and dynamics in the pool of potential participants. The community of ContEd IL administrators in Ontario is less than 90 (personal communication, CESBA, August 2019), the group of ContEd IL administrators active in inter-board cooperation, training and networking is less than 30, and only four French-language school boards in Ontario offer IL classes through their ContEd schools, while 23 English-language boards offer such programming (personal communication, CESBA, August 2019). Inviting as many potential participants in their varied Ontario ContEd IL contexts was important, but relying on or placing any focus on geographical location or on the official language orientation of the participants' school boards in the findings was unnecessary and potentially problematic from an ethics perspective, thus this information is not included in Tables 3 and 4.

To ensure the continuity of data for the case studies, the selection criteria for the interviews was also based on participants' availability for both the interview and the focus group sessions, with preference given to those who indicated that they might be able to be present in a face-to-face focus group, either in Ottawa or at another location in Ontario during ILEA or CESBA meetings or IL events. School boards ethics approvals for potential

participants were sought, although several also offered to participate in their capacity as members of provincial or national associations or as former Ontario IL ContEd administrators who were either retired or no longer working for a public-school board. Invitations for interview participation were sent individually by email, followed up by phone calls or reminder requests during face-to-face interactions.

Participants

Survey participant details are summarized in Table 2. Of the eleven respondents to the questionnaire, seven worked as senior managers responsible for IL: one was a ContEd vice-principal and six were ContEd managers or officers working in IL. Four participants did not have IL program management duties, with two having worked as curriculum coaches and two mainly as supervisors with no tasks related to curriculum, pedagogy or coaching. The participants' years of experience in ContEd ranged from one to 27 years, though one participant did not specify the duration of their work. The average number of years the participants worked in their current position was almost 7 years and the average number of years they worked in ContEd was just over 11 years, albeit not necessarily in their current positions. Less than half of the senior managers had taught IL classes and over 70% of them guided teachers in implementing the 2016 IL curriculum.

As seen in Table 3, the four interview participants represented a range of experience, knowledge and training or education: two were former SLE (English as a second language [ESL]) teachers with approximately five years of working with large IL programs, and the other two participants had principal training – one working as a ContEd principal, with no prior IL or SLE experience, and the other working as a curriculum coach (pre-service and in-service). All had interviewed and worked with Ontario secondary IL teachers. Two of the four administrators have guided IL teachers in implementing the 2016 IL curriculum.

Only two of the interview participants were able to take part in the focus group session; one had principal training and both had received OME implementation training for the 2016 IL curriculum. Two new participants were invited to join the focus group session to make the discussion more dynamic and engaging. Of those two new administrators, one had worked in SLE and IL for more than a decade and in many ContEd contexts, including having participated in the OME implementation training and guiding IL teachers with the curriculum,

Table 2

Survey Group Participants

Current Position	Number of Participants	Average # Years Position	Average # Years ContEd	Have Taught IL	Guided Teachers in 2016 IL Curriculum
Vice-principal	1	2	20	1	1
ContEd Manager	6	7.5	14	2	4
ContEd Coach	2	11.5	15	2	2
ContEd Supervisor	2	3.5	5	2	0
Total	**11**	**6.86**	**11.27**	**7**	**7**

Table 3

Interview and Focus Group Participants

Participant (Pseudonym)	Interview	Focus Group	Position	Language Teaching	Years in IL	Guided Teachers in 2016 IL Curriculum
Julian	●		Principal	none	4	
Samiya	●		Manager	French	4.5	
Lin	●	●	Manager	ESL	4.5	●
Ben	●	●	Coach	IL, ESL	23	●
Rita		●	Supervisor	IL, ESL	25	●
Maya		●	Manager	FSL, ESL	1	

while the other had taught SLE (ESL and French as a Second Language [FSL]) in a post-secondary setting with less than a year of experience managing IL programs. Their perspectives were not included in the case descriptions but added important perspectives in the phenomenological elements of the study described in the data analysis section below. Thus, in the end, the four case descriptions provided in Chapter 5 were based on the four interview

participants' responses including the contribution of the two interviewees who also took part in the focus group (i.e., Lin and Ben).

Instruments

Primary data was collected by way of an online survey questionnaire, semi-structured interviews, and a focus group session. In using these tools, I was able to collect multiple data sets representing the diverse opinions, attitudes, ideas and feelings of administrators as expressed through short comments in the survey, reflective considerations of interview questions, spontaneous multimodal responses, and thoughtful discussion and interaction. These contributed to rich perspectives and understandings that addressed the research questions using the participants' own voices. My researcher journal served as secondary data, as did OME and other policy and curriculum documents. Using these resources helped me to consider the context and details related to administrators' work with IL secondary teachers, and to interpret and triangulate the data through additional reflection and analysis.

Survey. The survey consisted of an online questionnaire (Appendix B) comprised of 30 questions, 23 of which were closed-ended and seven open-ended. The questionnaire for this study was designed so that quantitative data captured by way of closed-ended questions could provide demographics and other details relevant to IL in Ontario, while the qualitative data in seven open-ended questions would document administrators' perspectives, opinions and ideas. Google Forms was found to be a suitable platform to capture both types of data and automatically aggregate it into sheet and graphic format for analysis of the closed questions and next steps. Since Google suite is used in many Ontario school boards, it was also a practical choice. The option to choose "do not collect email addresses" in the online form also provided an additional layer of anonymity for participants.

The survey questions were divided into four categories: basic demographics, ContEd and leadership or administrator duties, language teaching experience, and PL. The first grouping was designed to gather data on the context in which participants work and the professional networking opportunities they might have. The second group of 16 questions included 13 closed-ended questions that focused on leadership and participants' work with IL in the ContEd context and three open-ended questions asking participants to describe their vision for IL and their role in that context. The third group of questions aimed to gain an

understanding of the participants' language teaching background, and the fourth grouping questions on PL elicited participant perspectives on PL, languages and the IL context.

Interviews. The semi-structured individual interviews (see Appendix C for the interview protocol), consisted of nine questions. The first three questions addressed participants' view on IL by asking about their role and experience in ContEd, their view on IL in students' overall education and in the Ontario curriculum, and their role in the implementation of the IL curriculum. The following three questions addressed participants' view on PL by asking them to describe their understanding of PL, to speak about their observations, views or concerns about the use of plurilingual approaches in the classroom, and to share their views on the role of PL in the IL classroom. The last three questions addressed participants' personal reflections on languages and PL by prompting them to discuss their linguistic repertoire and to provide a visual representation of PL and gesture related to their understanding of it.

The last two interview questions (i.e. a visual representation and a gesture related to understanding of PL) elicited multimodal responses of spontaneous expressions of the participants' understanding of PL. To date, research on plurilingual education that prompts participants to produce multimodal responses has also been shown to enhance education research data (Prasad, 2012, 2013, 2016; Coffey, 2015). With this in mind, the last two interview questions asked participants to express their understanding of PL visually by creating a simple sketch, diagram or drawing and by producing a hand gesture. The participants' drawings and photos of gestures were included as artifacts in the data set for this research project. Creswell (2013) writes that "unusual forms of qualitative data collection, such as photographs to elicit responses" as well as "sounds, visual materials, or digital text messages" and their analysis are important elements of a rigorous data collection procedure needed for a high-quality study (p. 53).

Focus Group. The focus group provided participants with an opportunity to reflect upon and articulate a more nuanced understanding of PL without necessarily being directly guided or prompted. Designed to add richness and rigor to the data (Creswell, 2013; Prasad, 2016; Coffey, 2015), the following objects were made available to participants to encourage them to (re)consider their understanding of PL, and to explore and share a deeper level of understanding of PL:

1. A small tabletop globe;
2. A pin of a dove inscribed with *Languages for Peace*;
3. A potted plant with a stem, branches and leaves.
4. A water bottle with the word *water* in 35 different languages and the ILEA logo;
5. Two booklets: European Union. (2015). *Languages take you further / Les langues, c'est l'avenir.* Luxembourg: Publications Office of the European Union;
6. ILEA. (2019). *Intercultural Understanding in International Languages: Sample Tasks for the Classroom*. Ottawa: ILEA; and
7. Rader, D. (2018). *Teaching and Learning for Intercultural Understanding: Engaging young hearts and minds*. Routledge. (A book on intercultural understanding with a photo of smiling, culturally-diverse children on the cover.)

I chose the seven objects by their relevance to intercultural understanding and global citizenship addressed in the 2016 IL curriculum (OME, 2016, p. 12). The focus group protocol (Appendix D) consisted of four questions. The first question asked in what way(s) the object they chose represented their understanding of PL. The second question asked participants to think of a learning or a teaching moment that could be described as PL in action. The third question delved into what a word map[5] of PL might look like, and what the opportunities and challenges of a plurilingual pedagogy might be for an IL secondary classroom. The fourth question asked participants how comfortable or confident they felt in their understanding of plurilingual pedagogies and in guiding teachers to apply them in secondary IL classes.

Observations and Researcher Journal. In keeping with case study research drawing upon multiple sources of data (Rowley, 2002; Creswell, 2013), I recorded my observations in a researcher journal. Having trained IL and FSL teachers for six years and given local and international presentations about PL in education, keeping this journal guarded against mining and interpreting the data simply around expected or predetermined themes and motifs. In this way, this journal aided in *bracketing*, a process described by Creswell, where the researcher suspends her understanding through reflection in order to keep an open mind and to cultivate curiosity (Creswell, p. 83). The journal also provided an additional source of data for triangulating information and optimizing the validity of my findings (Creswell, 2013; O'Leary, 2014).

[5] A word map is a visual organizer that helps build conceptual knowledge by identifying words or ideas relating to an unfamiliar concept.

Data Collection Procedure

The data collection process began a week after I received Ethics approval from the University of Ottawa. I wrote in my journal one to three times per week from December 2018 to January 2020. Every week or two, I added a new topic to my journal, (see Appendix E for journal prompts and for topics). Each topic was prompted by observations as well as my notes on data collection and analysis. I documented my reflections and observations of issues that emerged in everyday activities (e.g., during meetings, training sessions, discussions) and at each stage of the research, including after each interview and the focus group session. Some observations were made at province-wide association meetings where, several times a year, school administrators reflect, engage in planning, and share best practices as their respective boards have authorized them "to discuss policy and procedure on behalf of their boards" (ILEA, 2007). My notes reflected only topics relevant to my research, namely, those related to PL and the IL context. I also considered topics raised in informal conversations and individual meetings with colleagues, always assuring that no names or board details were included. The journal entries were supplemented with relevant association and policy documentation that was available (e.g., newsletters, communications, website content, etc.) in order to provide further context for the case study analysis and to contextualize the data from the survey, interviews, and focus group. My reflections included comments on ideas meant to challenge assumptions that I might bring to the project. The final entry on January 15, 2020 was based on notes and observations of the focus group session.

The online survey questionnaire was open to participants on February 2, 2019 and was kept open for the duration of the data collection phase (i.e., until January 30, 2020). In July 2019, data collected from the seven surveys submitted to that point was aggregated on in a Google Sheet and analyzed. Four additional questionnaire responses were received from October 2019 to Jan 2020; these were aggregated and added to the initial questionnaire data and analyzed in February 2020.

From April to June 2019, interviews were conducted as potential participants confirmed their availability. Of the total administrators invited by email, four were ultimately able to find time for the interview. Each individual 30-minute semi-structured interview was held outside of work hours at a time convenient to participants, and each was audio-recorded. The recordings were transcribed for analysis within a week of each interview, and notes were

taken regarding the drawings and hand gestures collected. The data were analyzed in July 2019 so that the focus group protocol could be reviewed and modified if needed.

For the sake of consistency and continuity across the interviews, particularly as these formed the basis for the four cases, the interview script was followed exactly, which rendered the interviews fairly structured and limited to between 20 and 25 minutes. It was important to not surpass the agreed-upon 30-minute timeframe, due to participants' busy schedules. Additionally, I wanted to avoid leading the participants with too many prompts, so that I could gauge their responses in consideration of potential modifications to the focus group questions.

Prior to each interview and then again before the focus group session, participants were provided with consent forms (Appendix F), and were informed that they are free to withdraw at any time. Participants were assured that their identities would be protected and that their anonymity was guaranteed through the use of pseudonyms and by the removal of identifiable information in the study such as school board names, locations or other descriptive details. Despite being assured of anonymity for the interview, the participants were informed that they would not be able to remain completely anonymous vis-à-vis other participants who took part in the focus group discussion with them. The consent form explained that the focus group could include their colleagues from their board or other boards, but that the risk associated with the study remained very low as the interview questions and focus group prompts were not expected to elicit commentary on controversial topics.

After several iterations of reading, coding and analyzing the interview transcripts, the questions for the focus group were finalized. The 60-minute focus group session was conducted after the individual interviews were completed and was held outside of work hours at a time convenient to participants. Focus group participants were invited to review the protocol together before the focus group discussion began. The protocol was followed, except for Question 3, where the process of conceiving of a word or concept map was dropped entirely because I wanted to avoid interrupting their lively discussion about "plurilingualism in action" (Question 2). The participants shifted naturally to the second part of Question 3 concerning strengths and challenges of implementing a plurilingual pedagogy. Reviewing the questions before the discussion helped participants discuss with minimal moderation.

Focus group participants knew in advance that they would be invited to choose an object and relate it to their conceptualization of PL - but they did not know what objects would

be available. Beginning the focus group with each participant describing the object of their choosing provided an opportunity for the participants to connect with each other. The focus group was designed to encourage participants to discuss enthusiastically and dynamically by responding and reacting to one another's ideas (O'Leary, 2014, p. 218). The predetermined time of 60 minutes was found to be adequate for this dynamic discussion. The focus group session brought a depth and richness to the multifaceted topic of PL and the implementation of plurilingual pedagogies.

Data Analysis

The data analysis for this study was carried out in two parallel processes: one for case study research and one for phenomenology. Although parallel, there were periods where one process took precedence over the other or was put aside while data pertinent for the other was still being collected and/or analyzed. For example, the journal entries continued throughout various stages of data collection and analysis. In other instances, data analysis activities relevant to both case study and phenomenology, such as coding and identifying emergent themes, were completed concurrently. A summary of the steps for both processes is presented in order of completion in Figure 3. While case studies provide a solid framework to capture experiences of educational practice in clearly-defined cases, a phenomenological approach provided a fresh view by bracketing prior understanding through curiosity (LeVasseur, 2003).

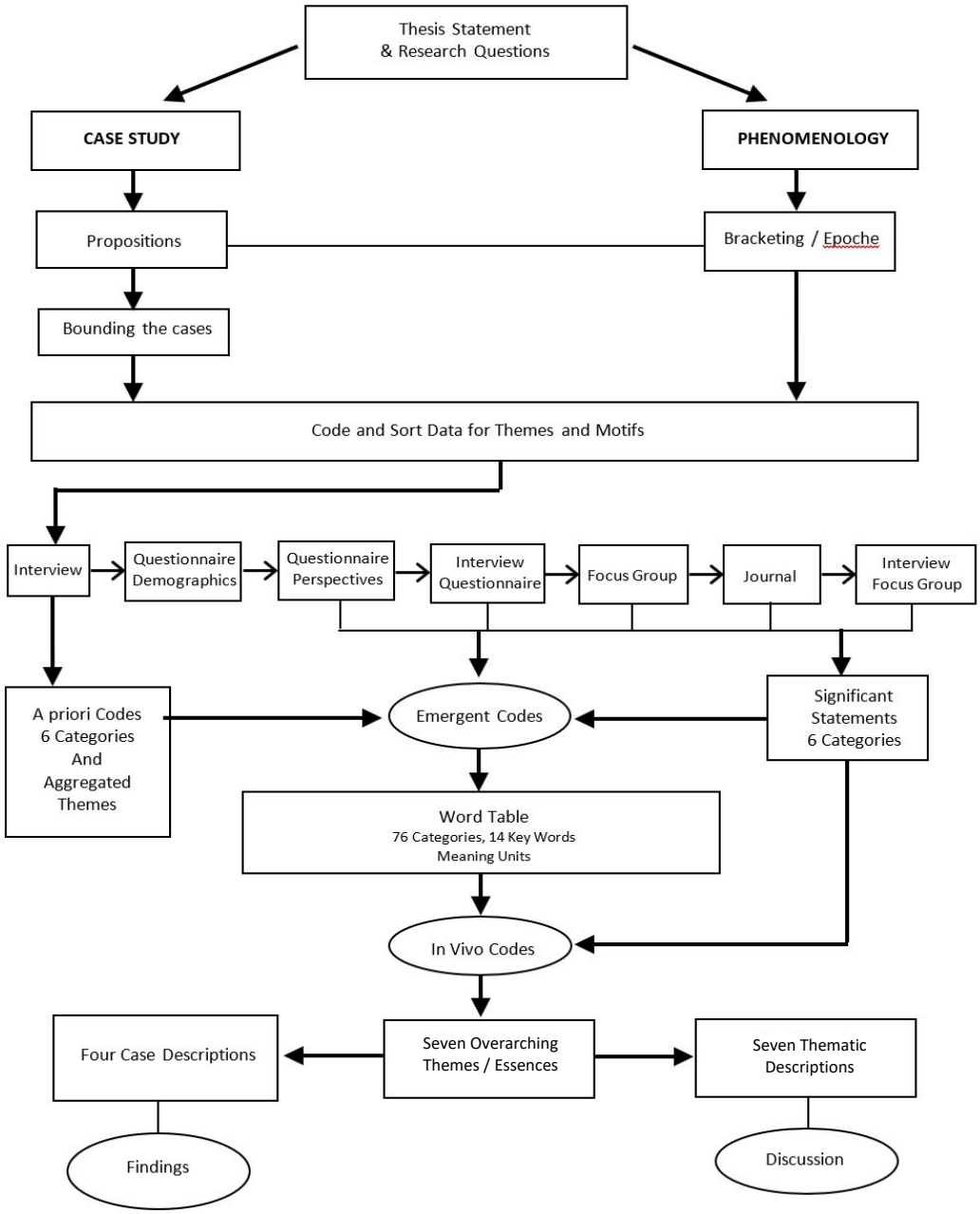
Data analysis began with *bracketing*, an element of phenomenological research and a process by which researchers reflect on (often through writing) their lived experience of the phenomenon (Creswell, 2013, pp. 78-79, 193) to temporarily suspend their theories and prior knowledge in order to see the phenomenon more clearly (Husserl, 1929). Bracketing aims to identify and suspend any potential bias by setting aside expectations and dogmatic structures (LeVasseur, 2003) so that the researcher can focus on the experiences of the study participants. This approach provided me with the opportunity to reflect on my own practice, on my position as a researcher formally examining the perspectives of my peers and colleagues, and intentionally returning to the data with fresh eyes. I combined the bracketing process with Rowley's recommendation to translate the research questions in case studies into propositions to solidify the stated purpose of the research (2002, p. 19). The purpose for

propositions in this study was not to engage in an exclusively deductive processes because this does not align with a social constructivist methodology.

While some methodologists emphasize that motifs and themes in case studies should emerge through an inductive process from the raw data without pushing data into pre-existing categories or predetermined ideas (Boström, 2019), others argue that a deductive approach through which questions and prepositions are clearly defined before data collection begins, provides a firmer foundation and a better structure for data collection and analysis of case studies (Rowley, 2002). Creswell (2013) states that one of the eight common characteristics of qualitative research is that it can be an "inductive-deductive logic process", where researchers build their patterns, categories, and themes … by organizing their data inductively into increasingly more abstract units of information and [use deductive thinking to] build themes that are constantly being checked against the data" (p. 45). This is the process I followed. My a priori codes were based on my conceptual framework and on the demographic of my participants. Although I reflected on both, and conceived of what kinds of ideas and actions my participants would connect with their experience of PL (via the researcher journal), I put those aside and approached the data at different times with fresh perspectives that challenged what I knew about the theory and research related to PL. For example, I was tempted to ignore a criticism from a colleague from another school board (who did not participate in the study) who questioned the term *perspective* as it was used in my thesis title and project description. I used the opportunity to write a reflection which I shared with my colleague, on aspects of *perspective* as they pertain to PL, to educational practice, and to a leadership role that requires ongoing professional development and philosophical reflection but does not always provide for it. In that way and by writing on many other topics in my researcher journal, I reflected on how the literature and early evidence (including my personal and lived experience) might be affecting what I might expect or anticipate and look for in the data and how I might interpret it. I also listed my propositions to refer to during data collection and analysis, and I reflected on possible nuances and facets of the participants' lived experience to "get beyond the ordinary assumptions of understanding and stay persistently curious about new phenomena" and other perspectives (LeVasseur, 2003, p. 419).

Figure 3

Data Analysis Flow Chart



Methodologists stress the importance of defining the bounds of cases before coding the data. The "bounded cases" (Creswell, pp. 101-102) or "units of analysis" (Rowley, p. 19) in this project consisted of administrators' perspectives - and not the administrators themselves,

nor their specific places of work. Though administrators' perspectives are informed by their specific contexts, they are situated in the broader context of ContEd IL programs in the Ontario school system. The analysis and ensuing case descriptions focus on what the participants say rather than on the details of their position, level of responsibility or work in IL. Following Creswell's (2013) and Rowley's (2002) interpretation of case study research, the coded motifs, including the significant statements for a phenomenological perspective (Creswell, p.105) and the descriptions and themes which emerge in the cross-case analysis (pp. 101, 105) are designed to identify emergent patterns. Through cross-case analysis, differences in their perspectives should shed light on gaps in understanding PL. The themes that emerge from the analysis should provide some direction on the implementation of plurilingual pedagogies in secondary IL.

The case study approach in this project was used as a methodology and as a research design in which the cases (administrators' perspectives) are "object[s] of study as well as product[s] of the inquiry" (Creswell, p. 97). Following Creswell's recommendations for data analysis for case studies and phenomenology, the interview and focus group transcripts were read "in their entirety several times" (p. 183), and data was coded and sorted for motifs and themes after the completion of each data collection event (pp. 190-191). As represented in Figure 3, I coded and sorted the data as follows: after each interview and before the focus group questions were revised; once the first seven survey responses were submitted by July 2019 with a second process in February; after the interview and survey responses were reread; after the focus group session (two careful readings of the transcript); once the researcher's journal was complete; when the interview and focus group responses were reread a third time; and several times as I wrote up findings.

The interview transcripts were read and reread with six a priori categories to code significant statements and initial themes and motifs. Four of the original codes were based on the research questions and the conceptual framework: understanding PL, role in implementation, three levels of context of PL in education, and three areas of implementation of PL in the classroom. "Intercultural understanding" and "language awareness" were added to the a priori codes because these themes came up often in the interview responses. Since both intercultural understanding and language awareness are related to plurilingual pedagogies and

are included in the 2016 IL curriculum, the focus group questions were modified at this point in the project to elicit perspectives on plurilingual pedagogies and PL in action.

Following the initial coding of the interview transcripts from April to June 2019, the survey data was organized for analysis in two parts: demographic and contextual data collected through the 23 closed questions were aggregated, and data collected through the seven open-ended questions was coded using the same six initial themes identified in the coding of the interview responses. The demographic and contextual data are presented in the chapter that follows, as is the extent and nature of work with teacher-participants reported in interviews and questionnaire.

The interview and questionnaire responses were reread for further coding (e.g. the characteristics of levels of context outlined in Table 1) to represent the data and establish patterns. In case studies, word tables are sometimes used for cross-case syntheses as "an analytic technique when the researcher studies two or more cases" (Creswell, 2013; citing Yin, 2009). The word table is based loosely on the conceptual framework of the study in that it categorizes the themes and issues that emerge from the data into the three levels of context identified by Piccardo (2018). Two sublevels of context were added to capture themes that overlapped or elaborated one of the three existing levels of context. *Education system* was added to take into account administrators' focus on the education system as well as the classroom, and *learner* was added to reflect administrators' focus on individuals as learners. Thus, the levels of context in Table 1 were expanded from three to five: society, education system, classroom, learner, and individual.

As each piece of data was analyzed and emergent codes were identified, the word table grew include to 76 categories or sub-themes. The range of sub-themes was quite broad because it encompassed five levels of context, included themes related to language learners, teachers, and administrators, and was based on data collected through all four instruments (interviews, questionnaire, journal, and focus group). In addition to being organized into levels of context, each sub-theme was assigned up to three of the following 14 keywords: vision, diversity, policy, definition, pedagogy, IL advocacy, support, approach, strategies, repertoire, motivation, identity, family, and community. These keywords emerged during the data coding process, which focused on with "identifying and labeling (coding) quotations" (Boström, 2019, p. 1004). It became a challenge to fit certain data in the a priori codes, and thus

additional codes and themes emerged and were honed and transformed to reflect themes consistently offered as examples by participants themselves. In addition to intercultural understanding, language awareness and the keywords, new ideas such as the CEFR, advocacy of PL, PL education, and immersion in IL, raised by participants across the different data sets, were added to the existing codes and, where appropriate (i.e. where particular importance was attributed to them by participants), elevated from sub-theme to theme.

Throughout the data analysis process, quotations called *significant statements* "that provide an understanding of how the participants experienced the phenomenon" (Creswell, 2013, p. 82) were identified and tracked. The significant statements and the themes identified in other data (for example, in the researcher journal), were coded by short, descriptive words, and then sorted into the sub-themes. Through an inductive approach, theory was put aside during sorting and organizing, but then returned to at the end of the data analysis process (Boström, 2019, p. 1005). Overarching themes such as diversity, language awareness, identity, immersion, and advocacy were beginning to take shape – but the case descriptions required a different approach so that each case would constitute a participant's in-depth perspective, where their voice was important to convey their lived experience and phenomenon.

To focus on the participants' perspectives and views, the cases were written up before the overarching themes were finalized. Providing a framework to the process of writing up the cases ensured that the research questions were front-of-mind and that some key themes that emerged in their interview and focus group responses were included. For this reason, each case description presented in Chapter 5 (Findings) is divided into two parts: one for each research question, with seven significant themes. Table 4 lists these themes and indicates which data set (interview, questionnaire, focus group) was drawn upon.

Once the case descriptions were written up, all data sets were reviewed once more for additional emergent codes, which were added to the word table. Through *categorical aggregation*, where data is organized into small categories of information (codes), and through *winnowing*, where some data is discarded (Creswell, 2013, p. 184), the themes, sub-themes and keywords were then sorted and reorganized (Boström, 2019, p.1005) and collapsed - "reduced and combined" (Creswell, p. 185) - into seven overarching themes for a cross-case analysis (p. 101).

Chapter 5: Findings

The following sections will detail findings from the survey, interviews and focus group, showing how participating administrators' approaches and attitudes were multifaceted but consistent: the majority expressed enthusiasm for structured discussions pertaining to their practice, a need for resources and support for their practice, and an obligation and sense of urgency to contribute to the field. The participants made it clear that they cared deeply about the issues related to plurilingualism (PL) and its implementation in their contexts. Seven significant themes emerged from the survey, interview and focus group data, as comments, ideas, perspectives, and significant statements were cross-referenced across the three data sets. Frequency, emphasis and importance attributed by participants to emerging themes determined and solidified them as significant. Each of the following sections is dedicated to one specific data set. The format of each is different, and the development of the themes in each is summarized in Table 4 at the end of this chapter.

Survey Findings

The survey participants (SP) (n = 11) provided information about their language repertoire and language teaching experiences (closed-ended survey questions [SQ] 23 – 26), descriptions of PL (open-ended SQ 27 – 30), and their view of their role in IL (open-ended SQ 18 – 20). The remaining closed-ended survey questions provided details relevant to the respondents' language learning and teaching experiences, both generally and in ContEd specifically, and are included to support the themes that emerged in the survey that are deeply rooted in their own experiences as language learners. Considered collectively, the survey data revealed a variety of perspectives on PL and the role of Ontario administrators working with secondary ContEd IL teachers. Below, the data is organized by theme and presented alongside relevant survey data.

PL as Defined by the CEFR: Terminology

All but one respondent confirmed that they were familiar with the CEFR. Participant descriptions of PL suggest that over half were familiar with PL as it is presented in the CEFR. For example, when asked to describe PL, administrators expressed varying understandings of how it differs from multilingualism (ML) and bilingualism. Although the question and those immediately preceding it make no mention of ML, one participant explicitly differentiated ML

from PL, much as it is done in the CEFR, writing that, "as oppose [sic] to multilingualism where the languages are used in isolation from each other, in plurilingualism languages come spontaneously in touch with each other at various levels of competencies" (SP 3). In contrast, two other survey participants explicitly expressed uncertainty about how PL differs from ML or bilingualism, with one writing that they are not able to distinguish between PL and bilingualism (SP 5) and another expressing how they are "not quite certain how plurilingualism differs from the term multilingualism" (SP 2). Their reflection about ML and BL (without being prompted with those terms), suggests that they seek to understand PL by way of comparison with terms they have heard or experienced themselves (i.e., bilingualism). Other survey participants described PL in ways that suggest a more general awareness that PL is more complex than the simple coexistence of multiple languages, saying that it encompasses "languages working together to form a stronger, multifaceted understanding" (SP 10) and "is not only the ability to speak in other languages" (SP 8).

Repertoire

When asked to label themselves as PL, ML, BL, or Monolingual (SQ 25), most survey participants identified with the term that reflected the number of languages they used, including English and French, as well as additional languages they listed in SQ 26. Thus, the majority of respondents included their full repertoire when choosing a label for themselves. Four exceptions stand out and attest to participating administrators' varied understanding of PL. Each appears to have counted only the languages in which they are fluent. One identified as monolingual, having studied French and used English (2 languages; SP 4); another as BL, but having studied French and Italian, and used English (3 languages; SP 2); a third reported having studied and used five languages, but identified as BL (SP 10); and the fourth identified as ML, having studied four languages, but not having included English despite using it in the survey (SP 4).

PL Competence

In line with the assertion that languages interact "at various levels of competency" (SP 3), several respondents also provided descriptions of PL that align with the CEFR's description of *PL competence* which "involves the ability [of an individual] to call flexibly upon an inter-related, uneven, plurilingualistic repertoire" (COE, 2017, p. 28):

> "Le niveau de maîtrise peut varier d'une langue à une autre". (The level of mastery can vary from one language to another, SP 11)

> "[Le PL] c'est l'habilité de pouvoir s'exprimer dans plusieurs langues dans une communauté selon le contexte et les circonstances". (PL is the ability to express oneself in multiple languages in a community according to context and circumstances, SP 11)
>
> "[PL] is also the ability to use one's knowledge of other languages to enrich one's interactions when using a given language or multiple languages" (SP 5)
>
> "A plurilingual can switch easily between or among languages" (SP 3)

A few respondents provided less detailed descriptions – two described PL as the ability to use multiple languages daily (SP 7) or with competency (SP 4).

Intercultural Understanding

The link in the CEFR between plurilingual and pluricultural competences, and the importance of intercultural understanding in the CEFR and in the 2016 IL curriculum may or may not be known to all Ontario administrators; but when asked to describe what they felt they had gained from their own language learning experiences beyond just language competency, over half of survey respondents referred to having gained a sense of intercultural understanding. While some (n = 3) were brief, simply indicating "cultural / intercultural awareness", others (n = 4) elaborated, describing intercultural understanding as "different world views and respect for other ways of living" (SP 6), "ouverture d'esprit" (open-mindedness; SP 7), and "connaissance de plusieurs cultures et communautés" (knowledge of various cultures and communities; SP 11). One provided a list of benefits that included "empathy and understanding of other cultures" (SP 10).

PL Vision: Benefits of PL

Overall, responses to the four open-ended questions about PL converged on a consensus that PL characterizes an individual or an action taken by individuals, and that it is situated in how languages are used and learned by individuals. When describing PL, participating administrators situated their understanding primarily at the individual level, writing that PL is an individual's "ability" or "competency" (SP 3, 4, 5, 6, 10, 11), that "a plurilingual can…" (SP 3), and that "plurilingualism is a person who …" (SP 7, 8). Moreover, the majority of participants (n = 6) conceive of PL as the number of languages a person can speak, while others describe PL more generally as knowing, having, using or being able to communicate.

"Competency" and "fluency" in multiple languages was identified by four respondents as being characteristic of PL, with two participants adding that PL goes beyond just competency of fluency. One administrator who expressed admiration for fluency in languages by saying, "I'm in awe of people who are fluent in more than one language" (SP5) also drew a comparison between PL as being fluent in multiple languages and bilingualism as knowing two languages. The notion that PL denotes fluency in multiple languages constitutes one of several ideas expressed by participants that relate to how plurilinguals are perceived and how individuals are thought to contribute to and benefit from PL. When asked whether they agree that language learning and teaching promotes PL, most participants referred to the primary benefits of PL for the individual (e.g., "plurilingualism is essential for the personal and intellectual growth of the individual" [SP 3]), with some adding secondary elements of societal (SP 2, 3, 9) or educational contexts, (SP 2, 3, 4, 10) such as "knowing more than one language opens up opportunities (personal, social, and economic)" (SP 5).

PL Education

Although references to classrooms across the four open-ended survey questions on PL were fewer in number than references to the individual, and although nobody provided specific examples of PL pedagogies, survey respondents generally acknowledged PL as being important and relevant to education more broadly. For example, one participant concluded their multi-themed response with a description of how PL affects learning, where "a learner can pull from any one of a variety of linguistic experiences […] to build upon when learning something new" (SP 10). Others listed general educational benefits of PL, such as opening doors (SP 5, 7) and enriching interactions (SP 3), that "plurilingualism will benefit any student" (SP 4), and that language learning "should not be done in isolation [but should include] other elements [that help the learning process to become] functional as a whole" (SP 10).

PL Education: IL as a Norm

As mentioned above, over half of the survey participants felt that cultural and intercultural understanding was a fundamental aspect of learning a language. One respondent provided a particularly interesting comment and unique perspective on multicultural policy in Canada by questioning how a policy that encourages diverse cultures explicitly excludes diverse languages. This respondent suggested that Canadian society would do well to include languages in the policy of multiculturalism, saying,

> Canada […] created an identity based on the benefits of multiculturalism; without the added linguistic component and the global understanding they can gain from this, Canadians will still be missing a large part of their identity. (SP 10)

In line with data presented to this point showing participants' positive view of PL, IL and its place in society, it is not surprising that the majority of respondents (n = 9) indicated agreement when they were asked whether or not they agree with the statement that "the teaching and learning of any one language should be seen in conjunction with the overall objective of promoting plurilingualism and linguistic diversity" (OME, 2016a, p. 7; citing Piccardo, 2013, p. 603). While most respondents focused on the part of the statement about the "teaching and learning" of languages, several participants responded to the part of the statement about the promotion of PL and linguistic diversity and interpreted it at the societal level. For instance, they added that learning another language "helps with communication and understanding in a diverse society such as ours" (SP 2) and that PL "expands views and beliefs [sic] systems of our future citizens" (SP 3).

PL Practices

When administrators were asked for additional comments on PL in IL, three elaborated on its relevance to the classroom, though, as noted above, no one spoke explicitly about PL pedagogies or PL practices. One noted that PL "builds capacity for greater experiential learning both within and outside the classroom," and that it "ensures that students have maximum opportunities to access and explore global learning services" (SP 1). Another wrote that, "many teachers are already incorporating certain plurilingual approaches and mindsets in their classroom without even realizing" (SP 10). A third respondent commented on diversity in IL classrooms, where "learning languages gives you the opportunity in the classrooms [sic] settings to meet other people from different cultural backgrounds helping you to better understand their values and cultures" (SP 8). Similarly, when providing definitions for PL, one participant situated PL in the classroom context, writing that PL "allows students to be exposed to increased use of culturally relevant and responsive pedagogy" (SP 2).

In terms of administrators' practices and their views of their role in IL, participants were asked to provide their perspective on three specific areas: (a) their vision for the IL program at their school board; (b) their view of their role in implementing the IL secondary

curriculum; and (c) the most significant influence they have on IL teaching in ContEd. Their responses centered on three specific themes, outlined in detail below.

Pedagogical Support: Guiding and Coaching Teachers

When asked about their role in implementing the 2016 curriculum, seven respondents who work with secondary IL teachers identified coaching, mentoring, supporting and helping teachers as being central features of their administrator role. Many specified that their role in supporting teachers was geared towards student success, to build "great success for each student" (SP 1), "empower students in the process of their own learning" (SP 2), "provide valuable learning experiences" (SP5) and "the best ILP learning experience possible" (SP9), as well as to help teachers develop better approaches "for the students [..] to benefit" (SP 10) for "the academic and personal pathways for our youth" ("cheminement académique et personnel de nos jeunes", SP11). In addition to supporting teachers, others added that their role was to provide teachers with guidance with the curriculum (SP 2, 10), teaching tools (SP 8, 11) and "informative assessment practices" (SP 2). Three administrators also noted that they provide administrative support for IL credit course programming.

Pedagogical Support: Providing Professional Development

When asked about the most significant influence they have on IL teaching in ContEd, the majority of administrators identified professional development support as being their most important contribution. Examples of influential PD they provided included "a rich professional learning program" (SP 2), annual "methodology sessions" for "effective teaching strategies" (SP 5), assessment tasks (SP6), a growth mindset and a "willingness to become familiar with the curriculum" (SP 9). One administrator postulated that developing curriculum implementation and improving teaching strategies and approaches is most effective "during collaborative sessions [and] open, thoughtful discussions and modeling" (SP 10).

Advocacy for IL and PL

The majority of respondents articulated their role as IL administrators as being linked to a responsibility to promote the IL program in society, communities, and schools. This does not come as a surprise given data in the previous section detailing participants' strong agreement with the statement about the teaching and learning of any languages aligning with the objective of promoting of PL and linguistic diversity. That said, many elaborated further on their advocacy role. For example, one participant linked their vision for IL advocacy to a broader goal of a PL society through IL to "appuyer les communautés à garder les langues

maternelles" (support communities to maintain L1s; SP 7). Two other respondents identified advocacy as the principal area of influence they feel they have in ContEd, describing their role as working to have IL recognized in the community (SP 1) and helping IL teachers consider a community perspective (SP 11). Another administrator described their advocacy role as one where they worked to have the program "acknowledged and valued to the full extent at the school board [and] with the wider community" (SP 10), elaborating further that IL is neither adequately understood nor supported in the broader school system: "IL is seen as an 'extra' or 'nice-to-have", however there are real, concrete benefits […] academically, socially, personally, globally which should be recognized and capitalized" (SP 10).

Another administrator drew a direct connection between the benefit of PL and IL to society: "It's a huge benefit to society to have as many plurilingual students as possible graduates from the IL programme" (SP 6). Across the four questions about PL, this respondent also mentioned character traits of PL students that represent pluricultural competencies conducive to social cohesion, thereby benefiting society. "Respect for other ways of living" and understanding the "spiritual and philosophical principles and […] values" of others and of "different world views", wrote a participant (SP 6), is beneficial in that "being plurilingual makes one humble".

Summary of Survey Findings

Considered collectively, the survey findings presented in this section show that administrators express their understanding of PL by comparing terms; by describing language, and by situating their understanding of PL primarily in personal experience and at the level of the individual. These administrators viewed their role in IL as advocates for IL and PL, as coaches for the teachers, and as suppliers of badly needed professional development. These survey findings provide a broad view and highlight themes that are expanded upon in the four individual interviews, described below in further detail in the form of case descriptions. Since the survey remained open before, during and after the interviews, the data collected for both was analyzed simultaneously and served to inform the focus group questions.

Case Descriptions

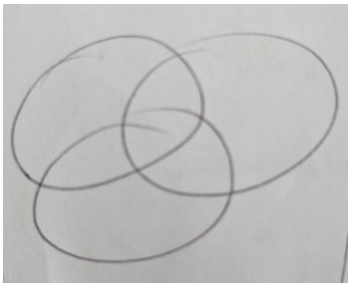
The four ContEd IL administrators whose perspectives constitute the four cases below – known henceforth by their pseudonyms – "Julian", "Samiya", "Lin" and "Ben" – participated in individual interviews and also provided additional perspectives or details about

their work in informal conversations. Each case description is introduced by a multimodal vignette composed of the participant's drawing of PL and a key quotation. Some pertinent demographic information is provided on each, but the majority of detail has been explicitly excluded in order to ensure participants' anonymity.

Case #1: Julian

Figure 4

Multimodal Representation - Julian



"*We need to change the traditional way we used to teach" and "[make] sure that those languages are used within each other"*

Julian, who has been running quality IL programs and courses for several years in a large Ontario urban center, affirmed the importance of studying languages to create a "sense of belonging for [students]". He consistently emphasized the link between the education system and broader community, describing how teachers who are members of a cultural community actually become school board employees "to make sure [the IL courses and] programs are beneficial for all the communities" and "are directly beneficial for [students] during their regular school days". While he did not elaborate on the nature or level of the benefit for students, Julian's vision of language learning extended beyond the IL classroom to the students' cultural communities and to their overall education.

Having heard of the term PL on several occasions at work before being asked to speak about it during our conversation, Julian described it as being a knowledge or study of a plurality of languages, where "[p]lurilingualism, or two, three languages are always beneficial for anybody". Julian spoke without hesitation in describing PL as "having a chance to learn different languages, not only French and English, but all the others" and "making sure that those languages are used within each other".

His reference to the interconnectedness of languages, “used within each other” is illustrated by his ideas about how learning languages in this way should look: teachers should bring attention to similarities across languages, include culture in language learning, and acknowledge the value of language varieties. He drew on languages he has studied personally or has seen taught when explaining further that “French could be close to Italian and it’s not only the language but it’s the community or the way you’ve been raised in [it with] … everything that surrounds this language” that is important to language learning.

Julian elaborated on how paying attention to language varieties is part of this learning process, providing the example of different varieties of French in Canada where there are differences and adding that “it's positive for everybody even for the same language if you’re coming from different parts of [the] country”. Julian sees this diversity within languages (in this case French) as being positive because one can “learn different things that will help by having this plurilingualism”. Julian seems to take at face value that PL is a positive addition to language teaching strategies, but he did not expand upon how language varieties and immersion in culture specifically help students or learners.

Responding to the request at the end of the interview to represent PL through a gesture to express his understanding of it, Julian clasped his hands with intertwining fingers, and compared PL to the Epcot Centre in Disney (Orlando, Florida, USA), where various countries and cultures are represented within the same amusement park. He summed up his experience at the Epcot Centre as, “what I would describe as a little bit of a multi, plurilingualism”.

At another point, Julian stated, “French, [Arabic], English, [Ukrainian], Chinese – all of those for me makes the plurilingualism”. Despite seeming to understand PL as the coexistence of multiple languages and including the more superficial and stereotypical aspects of cultures and multiculturalism (Epcot Centre), Julian discussed his view of a more nuanced level of culture and languages in language learning. When speaking about his linguistic repertoire, he listed what he sees as key components in building a linguistic repertoire: speaking and understanding numerous additional languages, knowing about those languages, and knowing the cultures associated with the languages.

Julian’s interest in math and sciences is reflected in the visual representation of PL that he chose: a Venn diagram depicting three languages in overlapping circles. He explained that each circle is an example of languages in PL but that there is more. “[Y]ou could have

French," he says, "you could have English, you could have Spanish, and you could also have more than that". "What we are trying to work with is all of that", he said, pointing to the overlapping areas between the languages.

When asked about the role of PL in IL classes, he said, "I don't think everybody understands it, and I don't think I can say that I really do know exactly what needs to be done, but I think that something needs to be done." He stressed the important role of PL in IL classes and that it "[n]eeds to be more implemented, needs to be more of a priority of those classrooms to make [the] teachers realize all the benefits of the plurilingualism."

When asked to speak about IL curriculum implementation, Julian described his role as "[supervising] a program and [making] sure that everything is done according to the Ministry guidelines and to the curriculum". Placing emphasis on practical questions and on management, he elaborated that, "It is my role to make sure that we maximize all the resources to get [the program communities want to offer] going" because these classes and programs, as well as the partnership with the school board, are "beneficial for […] communities". Julian explained that administrators maximize resources by "try[ing] to get the best teachers [they] can", offering professional development opportunities for the teaching staff, and supervising to ensure the curriculum objectives are met and carried out with program success in mind.

Using a shared leadership model, Julian is not directly involved in interfacing with or guiding IL teachers nor in helping them implement the IL curriculum, but rather he oversees the work of "the team […] - the ones in the field", comprised of seasoned teachers, senior managers, and curriculum coaches formally educated in SLE who provide the teachers with "guidelines", "examples", "advice", "suggestions" on "how they need to [teach]".

In sharing his views and concerns about the use of PL pedagogies in the IL classroom, Julian stated that, "We need to change the traditional way we used to teach [to bring more] plurilingualism in those classrooms". He elaborated on a few strategies for this work while acknowledging that it is not currently being implemented. "I don't think we've got the approach and strategies right now [for] what we would like to develop with […] plurilingualism. Transformative teaching would help a lot. We need to be more open, I think", clarifying later in the interview that in French and English classes he observed over the

decades, “we were not using [plurilingualism] as we should have. We were always trying to keep only one language.”

Case #2: Samiya

Figure 5

Multimodal Representation - Samiya

“It’s the social aspect of it and the understanding of the culture”

Samiya explained that the opportunity for students to study IL in the school system enriches students, and “plays an important part [in education], especially being in Canada where [we are] so multicultural and we have so many different cultures that are coming in at a fast pace”. Aiming to serve diverse students and communities by facilitating the study of home languages as well as additional languages throughout their schooling, Samiya focused her attention on weekday IL programming in elementary schools. She felt there is a need for language programs offered to school children in their day schools to grow and provides as an example the lunch-time and after-school Spanish language IL programs she has facilitated.

Samiya openly reflected on how language learning will “enrich” students’ education by providing students with a chance to “explore” languages and cultures. She talked about it also resulting in students having “access” to new or more varied opportunities “now and down the road” because of the knowledge and understanding that they gain from the classes. Establishing IL and PL as an educational norm at the elementary level, she surmised, might help motivate students to keep learning languages in high school and promote lifelong language learning in society. She pointed out that in addition to these benefits, IL can help by virtue of the fact that it is “additional learning on the weekend”.

Samiya conceptualized PL education as a flexible model, recounting a recent experience of hers while working with staff at a school with “a Scandinavian structure [where students are] learning French, English and Spanish in the same school throughout the day”, saying that “it's not necessarily in a fixed schedule.” Considering it a model, Samiya felt that “it would be nice to see other schools embark on, because it really is multi-plurilingualism in the sense that the child is exposed to different languages without being pressured into it”. Plurilingual education, she suggests, involves “finding different ways for the teacher to be able to spread [learning languages] throughout the day instead of in that core [target language learning] period, so that [students are] socializing and interacting without it being like ‘this is the lesson’ and ‘this is what you're going to do’”. Such an approach emphasizes “the social aspect of [learning languages] and the understanding of the culture and the dynamics”.

Samiya considered collaboration between teachers of different subjects as key to a plurilingual approach in the education system. She described an example of two teachers, an IL lunchtime program Spanish instructor and a French-language social studies teacher in the same school, who collaborated on teaching the students songs that were presented at a school event with guests. The subject teacher and the target language teacher, working with two languages, prepared the Spanish-language concert repertoire together. The teachers collaborated to create supporting tools to help students and their families reinforce the vocabulary, structure, and pronunciation of the repertoire, as well as create a better understanding of its cultural elements.

The drawing Samiya made to represent her view of PL reflects her understanding of what it means to live and learn in a plurilingual context. Her drawing depicts a globe with the continents flowing into each other. She explained that people are united through languages where “we’re intertwined and we're connected and we're all speaking different languages at different areas”. When speaking about her own language repertoire, Samiya found it difficult to articulate how such differences intersect in individuals and in society, but she openly explored the complexity of PL in her attempts to explain it. On one hand, language proficiency plays a role – for her, PL is when “I’ll just switch right away [between languages] without having to think about it”. She compared speaking different languages to wearing separate hats, and elaborated further by comparing PL with bilingualism: “[the difference] is the ease-ness of

it, not just like … because you can be bilingual but it's not perfect. Like when you're multilingual it's just … you're … it's fluid."

Throughout her interview, Samiya reflected on the complexities of PL by referring to her own language repertoire. Born and raised in Canada, she lamented not knowing the language of some of her ancestors and talked about now being an outsider despite being familiar with the culture associated with that language. Her comment, "I would love to say that I'm [Finnish]. My mom is from [Finland] but unfortunately I don't know the language", suggests that she equates knowing a language with national identity. Her reflections reveal an awareness of the intersection of knowledge and emotion, and of identity and belonging associated with languages and with individuals' proficiency in several languages.

Questions of identity and language use came up again when Samiya discussed her discovery that "the different dialects of just the French language" result in interesting but sometimes awkward moments. Describing the tension she feels when interacting with French-speakers from France, she said, "You know, like, how do you explain something that's not even in the dictionary, but it's a word that we use [in Canada]?" Samiya connected this feeling to challenges that language learners might face, though she reflected that the "tension or awkwardness [could be] kind of interesting". Despite these potential tensions or awkward moments that speakers or learners might experience, Samiya's vision and view of PL remained positive. In response to the request to show PL through a gesture, she intertwined her fingers and explained, "the fingers being the population or the languages and then just the interconnection. I won't get into the heart. I guess just like the intertwining without it being separate. Just connection."

Samiya's five years of working in ContEd IL focused primarily on administrative support rather than on coaching IL secondary teachers or designing professional development and training sessions. However, she had supervised a few weekend IL programs (various languages), observed weekday Spanish IL classes, and assisted on interview panels of numerous IL secondary teachers (various languages). Having received a teaching degree in Ontario but never having taught an IL or SLE course, Samiya described how she tries to understand teachers and the students they teach by referring to her own experiences in learning two languages (English and French) from an early age, and in observing more closely

IL classroom interactions with the aim of expanding a daytime Spanish language program to a number of schools.

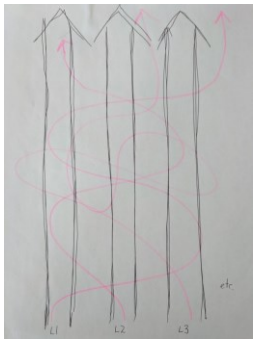
Hoping to support teachers who might turn to her for help, Samiya explained that, "I see my role as being of guidance for the teachers, whether it be that they have obstacles in class because they're trying to deal with multi-levels or different languages in the classroom". She clarified that having different languages in the classroom was a positive thing, and that she believed that integrating at least the target languages (ex. Arabic or Spanish and one or both of the official languages of schooling in Ontario) in a cross-curricular manner would be a good way to implement PL into language teaching.

Other than recommending collaboration between teachers, Samiya provided no specific approaches or strategies for PL in IL. When speaking of pedagogy, the suggestions Samiya offered were not oriented towards learning or teaching, but rather focused on the social side of language learning and of improving "their understanding of cultures". Her vision for PL and IL reflected a wider, more global context related to familiarity of IL languages and to the basic knowledge and informal use of additional languages. Although she spoke of "that easeness of communicating and understanding different cultures", the examples she provided encompassed socio-cultural elements of interacting through speech and song, rather than literacy and pedagogical approaches aiming to help students reach higher levels of proficiency.

Case #3: Lin

Figure 6

Multimodal Representation - Lin



"[It's] quite a broad concept, and so there may be different interpretations."

Lin has spent five years working in ContEd IL after obtaining her Bachelor of Education and teaching ESL. She highlighted the important role IL plays in students' lives, particularly as it connects families and communities to language learning and the school system. IL, she said, can help new Canadians integrate into society and provide students with a sense of belonging to a community and with linguistic and global competencies to communicate with family abroad and to tap into additional opportunities for scholarships, post-secondary pathways, and future employment. All of this, she said, is key to keeping students engaged and motivated academically, socially and emotionally in high school, as it widens the "network within their daily lives".

Lin admitted that she finds it difficult to imagine how to connect the concept of PL to the classroom setting. Despite encountering the term PL more often in discussion, discourse and documents, Lin said that she "still [finds] it is difficult to pinpoint what it looks like in the classroom. So even though [we] may have a definition it's difficult to […] make that tangible." Characterizing PL as being "more theoretical", Lin stated, "that there is not as much concrete or tangible understanding or information out there". At the same time, Lin acknowledged that while she and other colleagues have a sense of the benefits of PL, she has not "spent a lot of time doing research on that to know what the resources are."

Although Lin said that "plurilingualism is quite a broad concept, and so, there may be different interpretations that teachers can have", she did not see this as a negative aspect of PL. Rather, she characterized such diversity of understanding and views and on PL as "probably a good thing, because people come from different experiences and different perspectives on how to implement that." While acknowledging that different interpretations are inevitable and even beneficial, Lin stated that without clarification about PL, IL secondary teachers might have "challenges to being open to something like this". She explained that the mindset that a language classroom must be an immersion environment will likely prove to be an obstacle to PL in IL and in the education system. There is a feeling among educators, she said, that "if you're learning a language you have to be fully immersed". "Bringing these additional languages in [to make] those comparisons and substitutions", Lin stated, "is, I think, quite a jump for many teachers."

The tension between rendering PL clear and tangible while also providing space for different interpretations seems to be central to Lin's conceptualization of PL. Lin drew from

her experience as a language learner to make sense of PL. She described her understanding of PL as "using multiple languages in a parallel fashion to help build your understanding for these additional languages", and represented PL in her drawing as being separate, parallel languages intersected by fluid cultural and contextual elements. The three parallel arrows (drawn in black) in her drawing, she explained, represent "three potential languages and cultures"; these are intersected at various points with three separate lines (drawn in pink) that Lin said represent "nuances or context or culture". Lin explained that each cultural or contextual nuance "intersects and weaves throughout those three […] separate languages which […] on the surface have different alphabets or different structures". Lin drew an arrowhead on each and said that the individual languages and the interwoven cultural or contextual nuances work together, "all going in the same direction towards advancement". Lin did not comment on having drawn the pink lines (context, culture) looping back at certain points, going against "advancement" but then catching up with the black lines (separate languages). The preference Lin seemed to have for clearly defined concepts such as PL and separate languages, is juxtaposed with her acknowledgement of the fluid nature of the processes that underlie these concepts.

The "nuances" of the intersecting lines in her drawing might refer to elements of a linguistic repertoire or of the learning process itself. Lin explained that while learning French, she deployed language learning strategies such as comparing grammar and syntax across languages, by applying knowledge and competency from her L1 (English) and from her studies in an additional language (German). She pointed out that, "when I've invested time in an additional language, it [helps to] solidify my understanding of the languages that I already have a base in", suggesting that language learning is not necessarily a linear or unidirectional process (as represented, to some degree, by the pink lines in her drawing).

When describing her linguistic repertoire, Lin identified four languages that she had studied, and attributed a different motivating factor for each: personal, professional, and practical – i.e., "to function in [a foreign] society" where she travelled to teach English. Lin elaborated on the importance of motivation to learn additional languages by reflecting on the power of emotions in the process of building a language repertoire, where even the language she studied for professional reasons has a personal element "for that sense of accomplishment", and where the PL she represented with the hand gesture also reflects the

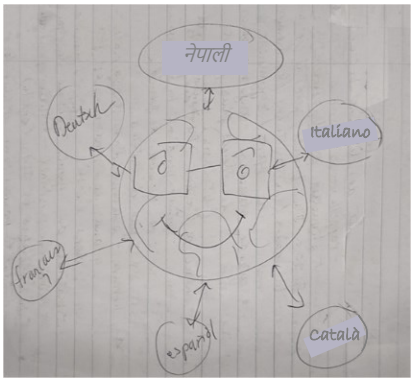
emotional component where "your different language experiences […] are interwoven. That come also from the heart." Growth was a central metaphor to her hand gesture representing PL, comprised of two overlapping fingers moving to take on the shape of either a heart or two leaves in a shoot growing from a seed. It contrasts interestingly with the linear growth or "advancement" she represented in her drawing.

Lin said that her primary role in guiding IL secondary teachers is to be familiar with the curriculum and to help teachers interpret it. Her direct and ongoing intervention in supporting IL teachers focuses on finding ways to integrate "some of their previous teaching experiences, possibly on from a home country, […] into a Canadian context". Lin's objective is to ensure that OME requirements are met and that "students are given a full, rich education that [has] relevance to their lives". Lin described how PL can help students meet those objectives. She said that she felt that incorporating PL into the learning environment "could allow students to be more comfortable taking risks" in their language learning journey. Lin described that when students feel stuck and limited only to the language of instruction, "it's very easy just to clam up, and not give it your effort". By providing students with opportunities to access their full repertoires, Lin predicted that they might "be more open to taking more risks" and free to "find ways to get [their] message across", thereby "furthering their […] language learning experience".

Case #4: Ben

Figure 7

Multimodal Representation – Ben [6]



"It's not an activity, it's an approach."

[6] Some languages in the original drawing have been overwritten to protect the participant's anonymity.

Having studied SLE and worked in the field of IL for 23 years, Ben pointed to research evidence and his own observations of the positive effect IL has on students' overall learning, and noted that students consistently "do better in school" when they're learning languages. Remarking that Canada's "bilingual framework" and policies on multiculturalism helped establish mandated IL programs in Ontario, Ben emphasized that he finds it personally and professionally "comforting to know that […] these languages can be taught within the official realm of school systems [and] that they are validated by the government". The OME's 2016 updated and comprehensive IL curriculum for secondary classes also solidifies the province's commitment to students learning languages.

Ben stressed the important role of IL in providing opportunities, "recognition and encouragement" for students to maintain their heritage or first language, and to also learn additional languages. In Ben's view, PL in IL provides students with the opportunity to use multiple languages in and across multiple contexts. For example, cultural and linguistic communities are tied into the school system, encouraging students to engage in "sharing [their] languages with others". He described how a society that supports a "curiosity of languages [is] the ideal context for plurilingualism", and added that for him, a PL society fosters literacy in the official languages that is enhanced by literacy in additional languages. Ben defined a plurilingual society as one where "citizens [embrace] the opportunity to speak in various languages, that [this is] valued in society, and [the] languages aren't just necessarily for those who have a background in them, but [are] promoted for everyone [to learn]."

Expressing concern that plurilingual pedagogies in IL and other Ontario language classrooms are undermined by the perception that immersion must exclude the use of other languages, Ben emphasized that SLE research does not support this stance. "My concern", he said, "is that we don't have enough language awareness" and that "we're limiting our thoughts on plurilingualism because of fears […] that are based on assumptions that aren't even true". Ben recommended countering these limiting factors by encouraging students to use "code-switching" and "translanguaging", even in languages that are unfamiliar to the teacher, provided everyone can negotiate a meaning and can follow along. He observed that the current system "stream[s] kids into thinking in one language at a time, whereas [they should] be thinking in multiple languages in multiple contexts instead". Ben contrasted this division of

languages with plurilingual pedagogies that sensitize students to diverse cultures and languages, bring students' additional languages together, and reinforce language awareness.

Ben's primary concern for IL and PL is a lack of language awareness in the education system and in language classes. For Ben, language awareness is fostered through explicit discussions in class about "how [languages] are used and how we learn them, and how people process […] try to explain their languages". He added that being aware of how students' home languages are structured (in this case, minority languages) could shed light on potential difficulties experienced when learning the majority language (i.e., English). Encouraging students to use more than the target language when working on assignments, or having them create dual language books in groups were identified by Ben as exercises that are good for overall learning as it gets them to "think about the languages they speak or try to sort of raise questions about things they've heard in other languages".

Ben pointed out how PL approaches enable student to be active learners as opposed to passive observers. When asked about what role PL could play in IL classes, Ben described his experience observing students reacting to a PL approach by asking questions about languages, making comparisons, and actively analyzing them. He went on to stress the importance of "playing around with languages" to get a sense of the essence of the language itself. He stressed the importance of "playing around with languages" by trying to familiarize students with a range of languages, and noted that providing students with opportunities and explicit directions "to think about what it takes to learn another language and what kind of process is involved" engages them. In addition, he said, language awareness and other PL pedagogies provide academic and cognitive development not attainable by other means.

Reflecting on his own linguistic repertoire and love of languages, Ben recalled finding it "odd" that his peers didn't see a need to learn French. He described how the language awareness that many HL speakers and IL students develop might help them feel more comfortable and likely to take learning risks when learning other languages like French at school. During the course of his career, Ben has observed that guidance counselors in high schools often consider IL to be less desirable or necessary than math and science courses. He expressed disappointment that the skills that students bring to the school system and that curiosity and motivation to learn languages are being actively discouraged.

In his visual representation of PL, Ben depicted himself as a globe, surrounded by six languages that "bring me into the world but […] brings me out of my world". He described language learning as the opportunity to "learn another language and develop myself in another culture". Through the "spheres or essences" of each language in his drawing, Ben said, "I feel like I get to find out about different worlds but I'm also making my own world through the […] infusion of all these other languages". For a gesture to represent PL, Ben drew his hands to his heart and then out again, saying that "all brought into me, all brought out from me", and explained further that "the influence of others, the languages, the interactions [are brought in]. It impacts me. And I'm hoping my interactions impact others."

Ben sees his role in IL as being a guide for teachers, where he works to convey Ministry expectations "and how they are to fit with the teaching of languages". He does so by "working with teachers on how that curriculum will come to life" and to help "them to be confident users of it". "A curriculum can look very overwhelming […] I always find my role is to simplify the messages of it and to give more of a step-by-step procedure on how [teachers] can tackle the curriculum to make it seem less threatening". His overall involvement and intervention are direct in that he regularly works with IL credit course teachers individually and in groups. For him, his role is "understanding, clarifying, describing, simplifying [so that teachers] can understand how they're going to be working with the curriculum".

Ben understands the challenges faced by IL teachers and their needs. Many IL teachers, he said, bring with them a lot of experience "but it may not have been [teaching] within the context of Ontario. They may know the language very well and have great teaching experience in another subject area but haven't … given thought to what effective language teaching is". Ben recommended that administrators guide teachers with "a lot of practical suggestions" and clear instructions to help them see the connection between concrete strategies, the curriculum, and "their ultimate classroom use".

Summary of Case Study Findings

The case descriptions reveal the interview participants' understanding of PL being generally based on the CEFR but not directly linked to it in their conceptualizations in that PL was not clearly differentiated from ML, and other than Ben, the participants did not use or refer to terms associated with PL as it is presented in the CEFR. Participants interpreted PL

primarily at the level of the individual by reflecting on competency and repertoire in language learning, and, other than Ben who spoke about language awareness, had a harder time describing how it can be enacted or applied in the IL classroom. Several new thematic areas emerged, where participants described the benefit of IL to students' education and of PL to society and to student identity, and where Julian, Lin and Ben worried that the immersion context in IL could negatively impact the implementation of PL pedagogies in IL secondary classrooms. They pondered practices that might help, such as transformative and collaborative teaching, PD and training, and language awareness strategies. The themes from the case studies are summarized in Table 4 at the end of the chapter and presented alongside those from the survey and focus group discussion.

Focus Group Findings

The focus group discussion provided an additional depth and perspective to the findings because participants expanded on areas touched on in the survey and interviews. Survey responses and perspectives that also emerged in the interviews informed the focus group protocol in that original questions were modified to elaborate and bring to the fore certain emergent themes (e.g., the notion of PL in action). The interaction between the participants provided an extraordinary dynamic in which they elaborated on the importance of intercultural understanding and inclusivity in PL, provided additional details on the realities of the IL context, identified connections between IL and PL and the broader school system, and provided additional perspectives on administrators' role in advocating for IL and PL and in organizing their own PD through discussion-based mentoring with colleagues. Four administrators participated in the focus group – Lin and Ben, who were also interviewed, and Maya and Nour, who were invited to join the focus group discussion to make it more dynamic because Julian and Samiya were not able to participate. Before the discussion officially began, the participants launched into conversation on PL, pausing only to read and sign the consent forms, review the project description and guidelines, and preview the questions. The ensuing 55-minute focus group discussion was lively and energetic, and the protocol supported the flow of conversation effectively. Maya and Ben, both senior administrators with over two decades of experience each in IL, led the discussion and did much of the talking. On several occasions, Lin and Nour, both less experienced in IL, asked Maya or Ben for a historical and

developmental perspective of IL and of PL in the IL context. The discussion was peppered with interjections of agreement amongst all participants and between individuals.

The first prompt was designed to elicit responses related to administrators' understanding of PL. When describing how the object they chose at the outset of the focus group represents their understanding of PL, both Maya and Nour explained that they see PL as intercultural understanding and language awareness – and they both focused on their understanding of PL. Maya explained that the motto "languages for peace" on the pin she chose emphasizes the importance of intercultural understanding, which she felt was necessary in today's diverse and complex world. Nour said that she considered the water bottle decorated with 'water' translated into 35 different languages and scripts as a tool to encourage language awareness and spark curiosity and discussion.

In contrast, Ben and Lin chose objects that represented their shifting experience of PL. Ben said that the tabletop globe represents the tension between his initial reaction to what he considers to be a stereotypical symbol for diversity and unity, and his reconsideration of it as a fresh view of a shared planet where the fluidity of borders and languages reflects the PL nature of the world. Lin said that the publication entitled *Intercultural Understanding in International Languages: Sample Tasks for the Classroom* (ILEA, 2019) represents her hope for an improved understanding of PL that will help her and others to apply it in classrooms. Lin said that the time and steps that ILEA took to create the book reflected her own experience of PL that began as "a general concept, and through discussions and more experience [it becomes increasingly] tangible".

When asked to provide examples of PL in action (a teaching or learning moment representing their understanding of PL or revealing how PL could be implemented in learning contexts), participants drew on their personal experience to describe teaching practices that value students' repertoires, such language awareness, mediation, and code-switching. For example, Nour described a language awareness-building strategy whereby students were encouraged to use other languages and language varieties to discuss and build target-language vocabulary while paying attention to the variety of additional languages represented in the class. Lin recounted designing a language-building activity that encouraged students in a multilingual class to present their cultures and languages to peers from other grades, and added an example of a language awareness strategy that builds school spirit by including

students' languages on a centrally-located multilingual welcome wall. Maya described spontaneous moments of mediation and code switching that she observed, where children translated for parents or teachers for other teachers by switching languages depending on whom they were addressing. Ben provided an example of code-switching in which speakers used a second language but switched to their dominant language when they needed to convey more complex ideas.

Most examples recounted casual, spontaneous or incidental moments rather than intentional pedagogical practices with specific objectives and outcomes; and the participants' focus was on their experience and emotional reaction to inviting other languages or being open to experimenting with language use. An exception to this was the example of an evolution of understanding of PL experienced by Ben. He described an in-service workshop in which he gave a lesson to FSL teachers in a target language unknown to them (German) to sensitize them to new FSL students or English Language Learners, and to demonstrate that even those entirely new to a language can use strategies to figure the meaning out. By asking questions in German about cognates to "gather and mine other languages" represented in the group, Ben was thrilled to observe that most participants responded spontaneously in their common additional language, French, rather than in their dominant language, English.

The third area of the focus group protocol was administrators' understanding of PL in light of the strengths and challenges that affect the implementation of a plurilingual pedagogy in IL secondary classrooms. The group discussed challenges and obstacles to PL in the school system, and how these affect their practice. It is worth noting here that a mentoring and professional development dynamic among focus group participants emerged strongly at this point in the discussion. Lin and Nour, the less experienced administrators, felt comfortable to speak freely about their experiences in order to gain insight from those with more experience. Focus group participants voluntarily offered advice and mentorship to each other when collectively contemplating how best PL can be implemented and how administrators can support such implementation.

Participants brainstormed strategies and ideas to convey to IL teachers, and how this should be done. Maya felt that administrators should encourage IL teachers to help students integrate their cultural experiences in the classroom and consider their linguistic and cultural knowledge as a classroom resource. She said that administrators need to strive "to help the

teachers find ideas on how to grab those moments in the classroom", rather than view PL as an additional element requiring more work and preparation. Nour pointed out that guiding teachers in understanding high school students' needs and realities could also help them implement PL in secondary classes. She wondered aloud how technology might be affecting students' ability to engage with the curriculum, and pointed out that even if some secondary students may not see immediate benefits to learning languages, IL "actually [connects them] to a whole community of people". The group picked up on Nour's ideas and discussed various ways to invite students' real-life experiences into the learning process, including their social media connectivity with other target language youth. They also discussed the importance of working with teachers to navigate the negative impacts of technology, such as students using online dictionaries in ways that could undermine their curiosity, inquiry and growth mindset.

While the group examined how an inquiry and growth mindset can help both students and teachers use the resources already available to them in a more effective manner, the focus group participants demonstrated that same inquiry and growth mindset in the professional development and mentoring they were offering one another during their discussion. As they brainstormed how PL can be incorporated into IL classrooms, all participants – those more and those less experienced – became more attuned to what PL means in education and in their practice. Building on Nour's focus on high school students, Ben wondered whether the key to engaging IL students in PL practices and to defining the value of language learning for various stakeholders could lie in encouraging the students themselves to reflect on their reasons for studying or learning language(s).

In line with the concerns she voiced in her interview, Lin shared her struggle to conceive of what could help IL teachers connect PL to their classroom practice. As the participants supported her struggle and discussed ways for administrators to make PL accessible, understandable and feasible for teachers, Lin added that she worried that asking IL teachers to incorporate a new overarching concept or approach like PL might be too much to ask of them if the clarification through proper tools is not available. Making the concept "tangible" with resources and examples, she said, would help teachers "to make the connection" between the term and what "many of them are probably doing in their classes anyways". While Lin felt that IL and day-school teachers incorporate PL into their teaching more than they realize, she felt that using the term PL without providing concrete guidance

and resources adds an additional challenge to a proper understanding for implementation. This was one of the few instances in the discussion when an undercurrent of disagreement arose. Ben felt that only exceptional teachers are putting PL into practice, but he and Maya tried to address Lin's concern by offering examples of practices that can counter what he saw as overarching gaps in teaching practices across the entire school system that hinder PL practice.

Maya described her observation of an exceptional teacher who took the time to learn greetings in the target language of the IL class that used his classroom after regular school, and greeted IL staff and students in the language when running into them at the school. Ben provided a similar example of a teacher taking the time on Monday mornings to ask students about their IL classes, and using materials occasionally left by the IL class as language awareness teaching tools to encourage students to learn about other languages. He also described how Lin's choice of resource book (with intercultural sample tasks) can be used by any teacher who is inclined to implement PL. Since the tasks are simple, illustrated, and translated into seven languages, Ben suggested that teachers (IL, regular day school) could explore other languages in that resource to help students with language awareness (for ex. comparisons) and intercultural understanding. Ben then asked the focus group rhetorically, "How much curiosity are [teachers] bringing into their [classrooms]?" and remarked that this type of awareness represented the crux of "what [IL administrators are] getting [at] with plurilingualism".

At this point, Maya wondered aloud whether IL administrators are doing enough to acknowledge, support and help the exceptional teachers in the school system who actively and creatively support IL and language learning. The group reflected on various ways to support teachers more broadly and what the consequences would be if it was not done. In response, Ben summarized their sentiment: "There are PL dynamics out there and contexts out there, but our structure and our school system and our current thinking is not allowing those to really flourish…all of those plurilingualism heroes or people who could possibly really live and breathe this – we're not giving them the context to do it".

Throughout the focus group session, Ben and Maya spoke about their role as advocates, defenders and promoters of IL and PL in the school system. Ben felt that the momentum of the 1980s and 1990s was lost when the focus in education moved from language learning in Ontario (IL, FSL, ESL) to other areas of priority such as math and

financial literacy, and expressed regret that it seems to have resulted in additional language teachers no longer being specialists in their high schools and having a harder time finding Faculties of education that offer additional qualifications in additional languages. Maya recounted having worked with colleagues from ESL and FSL to promote language learning, but that in the past two decades, the enthusiasm had waned and mindsets had shifted. Nour and Ben suggested that perhaps the reality of different language programs competing for resources and funding contributed to their working in silos.

All four interview participants expressed frustration that language learning was not being taken as seriously as other subjects in the school system, particularly math and sciences. While Lin agreed with them, she also noted that working to change what seems to be the prevalent mindset – that languages are not as important as other academic and subject areas - would help more students access IL courses. Nour pointed out that FSL teachers in the school system probably feel the same – that mindsets might be steering students away from learning French. Ben said that he thought it was time to revive the *Language Alliance* that Ontario language teaching professionals founded a few decades ago. Ben explained that this informal group provided a forum for discussion and exchange for IL, ESL and FSL educators and helped people break out of their silos in order to connect, share best practices, and align advocacy initiatives. He returned to the idea of silos later in the focus group discussion, emphasizing that those working in language education need mechanisms "that unite all language educators" and build "bridges across silos".

Discussion then turned to the societal dimension of the lack of support for language learning, with Maya saying she considered the challenge of a lack of interest or support for language learning to be societal:

> "We don't have the mindset that we're international, we're multilingual, we're global, and that's part of being global citizens. We don't have that mindset [in Canada]. Here we have to convince people [that] they have to learn French because we're a bilingual country. Well in Europe […] they say, "I think I'm going to study [this or that language]"

Ben emphasized that he is still hopeful for the unique Canadian context, pointing to European frameworks such as the CEFR that have yielded positive results for PL. In the coming decades, he said, Canadian educators and scholars will "take the lead […] in understanding the

rights of first language [by] looking at [and understanding] the minority child. Probably our multicultural policies [will] help us with that." Maya indicated that she was less hopeful because what she sees today reminds her of a time a few decades ago, when she was advocating IL to principals and superintendents, and was told that, "most of these people speak English, so why do kids really need to take these other languages?" Today, she said, she still runs into administrators in the school system who view IL classes as an unnecessary inconvenience.

Maya and Ben agreed that IL administrators neglect opportunities to counter some challenges and obstacles that undermine the implementation of PL in IL classes. With the premise that IL has a unique place in the education system, Ben expressed his view that ContEd IL administrators need to promote PL in the wider school system, starting with their principals of the day schools in which the IL classes take place. He asked: "Are we taking the time to explain the value of it [to day school principals]? ... And maybe we're not using the word plurilingualism enough, actually? It could be a good thing." Ben suggested that awakening awareness in the school system would be a good first step in countering the system-wide resistance to IL and PL, and added that asking specifically about how PL is being cultivated in their school "would be really interesting because a lot of principals haven't really thought of the word." Maya concurred that Ontario administrators "haven't been using [the word plurilingualism] enough in the system", but that teachers need administrators to set the tone and that the expectations and guidelines need to come "from the top".

Despite the challenges, the focus group participants collectively identified strengths, that is to say elements in the IL context that contribute to implementing PL in IL classroom. One example provided by Ben is the support that many IL administrators across Ontario provide to teachers through professional development specific to additional language teaching. Ben recounted the grateful responses from IL teachers who teach other subjects in high schools during the week, but who feel well-supported in the ContEd IL context that provides them with training on important principles and teaching strategies specific to IL and SLE. Ben said that through ContEd, they received training and developed a sense of belonging and working as "more of a unit, more of a community, whereas they don't [have that] in the day school [for language teaching]."

The group identified diversity and inclusive education in IL as an important condition

for the implementation of PL. “I think that our communities have […] realized [that most] kids don’t speak [the target language] at home”, noted Ben, and concluded that, increasingly, diverse learners participate in IL classes. Focus group members agreed that, as members of these communities who partner with ContEd administrators in offering IL classes, IL teachers have also adapted well to the diversity in their classrooms. Administrators see their role as facilitating and encouraging this shift to diversity and inclusivity within and across communities and through the curriculum for classroom implementation. Maya observed that IL teachers have been working very hard to “[change] with the times”.

While limited resources, funding, and materials were identified by the participants as a challenge, all four focus group participants agreed that teachers’ passion to teach the target language keeps the programs alive and sets the stage for PL in the education system. The focus group participants discussed challenges specific to IL teachers: low pay (Maya, Nour), teaching on Saturdays or evenings after their regular job (Ben), limited access to resources and training (Maya), “preparing all week for a diverse group” (Ben), transportation challenges (Nour), and getting “flak from the day school teacher” (whose class is used by the weekend IL class), not getting recognition or being acknowledged (Maya). Lin conceded, “that’s dedication”, and Ben noted that, with these challenges, “we’re lucky we still have people who do it”. Maya wondered whether the next generation of teachers would make such sacrifices.

By the end of the focus group session, Lin appeared to feel more confident in her ability to support IL teachers by helping them recognize potential moments, become aware their own successful practices, and accept guidance in this area from administrators. Nour concluded that she is comfortable with PL being “in its infancy” for her and possibly for the school system. Unlike Lin, she felt that it is fine “to not have a clear answer” because her understanding is still growing. She said that her past experiences as a teacher helps her engage in meaningful conversations with the secondary IL teachers and students about PL even if the answer or way forward is not crystal clear. Administrators might like to move ahead more quickly with PL, she surmised, but said that she feels that there is dynamism where there could have been stagnancy. Nour concluded optimistically that the conversation about PL in the focus group and within IL is “indicative that there’s a movement, which is important”. The two more experienced administrators concluded that there is a lot of work ahead for administrators to guide teachers and advocate for PL, and Ben felt that that administrators

should focus on implementing simple but concrete strategies for PL “that are going to win people over to go on this journey instead of overwhelming them with bigger goals”. When the focus group session concluded, the participants informally discussed meeting in the future to brainstorm together and support one another.

Summary of Focus Group Findings

The focus group discussants elaborated on a number of perspectives and themes that had also emerged in the survey and interviews. They conceptualized PL as including intercultural understanding and as being enacted in areas of PL competence (COE, 2017) for which they provided specific examples they observed in in their own practice. By describing the realities they face when working in IL and with IL teachers, administrators also delved into more global themes related their understanding of PL (ex. diversity and mindsets in IL, the school system, and society) and related also to their role in helping teachers foster PL while implementing the 2016 IL curriculum (ex. providing concrete, simple strategies). Additional perspectives on their role emerged in the focus group, such as helping foster student motivation, facilitating collaboration between IL teachers and other language educators, and encouraging structured conversations between IL administrators. Together with the four case descriptions, the survey and focus group findings form the basis of the discussion elaborated in Chapter 6, where findings are used to respond to the study research questions.

Table 4

Summary of Survey, Interview and Focus Group Findings

Theme	Survey	Interviews	Focus Group
PL as defined by the CEFR	- ML vs. PL| - Proficiency in two or more languages - Intercultural understanding	- ML vs. PL - Translanguaging - Code-switching - Proficiency, repertoire & competencies - Intercultural understanding	- PL competence - Call for more PL in schools - Intercultural understanding
PL education	- Focus on vision (society) vs. processes	- Focus on vision (society learner/individual) - Reference to process (learner / individual) - Student identity	- Focus on vision (society, education system, classroom) - Diversity & inclusivity - Lifelong language learning
PL practices	- No concrete examples offered	- Comparing languages - Language awareness - Immersion mindset	- Language as a resource for teaching - Engaging students' existing knowledge, experience & diversity
Pedagogical support: ***Guiding and coaching***	- Guiding and coaching teachers	- Guiding and coaching teachers - Promoting language awareness - Supporting transformative teaching and collaborative practices	- Guiding and coaching and teachers (emphasized simple strategies) - Support by acknowledging IL realities & needs - Support by promoting IL & PL
Pedagogical support: ***Providing PD***	- Identified as being important - No concrete details provided	- Identified as being important - Language awareness activities - No concrete details provided	- Identified as being important - General examples of modeling provided - Collaborating with other educators
Advocacy for IL and PL	- Focus on society and community	- Focus on communities	- Focus on school system and society - Foster student motivation
Mentoring among administrators	- No mention	- Mentorship as sharing resources and best practices	- Mentorship as fostering structured communication and dialogue - Mentorship as PD

Chapter 6: Discussion

The multiple perspectives presented in Chapter Five provide a triangulation of data and enrich our understanding of how Ontario ContEd IL administrators conceptualize plurilingualism (PL) and how they think a plurilingual pedagogy could be implemented in secondary IL classrooms. The following discussion of the findings is organized around emergent themes that answer the research questions. Part One discusses three themes pertaining to theoretical and practical considerations of administrators' understanding(s) of PL: PL as defined in the CEFR, discursive practices affecting PL in IL, and PL pedagogy as approach and activity. In Part Two, three themes are discussed in relation to how they reflect participant perspectives on their role in guiding secondary IL teachers: guiding and supporting teachers, mentoring and modeling, and advocating.

The conceptual framework guiding this study (i.e., Figure 2) consists of three equally-sized circles representing the three levels of context of PL (society, the classroom, and the individual). The themes and findings in the following discussion will support a proposed alternative to Figure 2 that represents how participating IL administrators understood PL in their context and how they saw their role in supporting IL secondary teachers in fostering PL in ContEd IL classes. Specifically, Figure 8 reflects and expands on the levels of context in which participating IL administrators' understanding and views are situated and incorporates themes and subthemes that emerged in the findings, as well as the stakeholders associated with them. The transformed conceptual framework along with a thorough explanation of Figure 8 will be presented as a theoretical implication in Chapter 7.

Part One: Conceptualization of Plurilingualism

The following section discusses three themes that answer the first research question: How does a purposeful sample of Ontario school board continuing education administrators conceptualize plurilingualism?

Theme 1: PL as Defined in the CEFR

Overall, most participating administrators conceptualized PL in a manner that suggests some knowledge or familiarity with PL as it is presented in the CEFR, where (a) PL is compared to multilingualism (ML), and (b) is described as a series of characteristics of linguistic and cultural competence that is tied to an individual's single, uneven linguistic

repertoire (COE, 2001, pp. 4-5). Survey and interview participants tended to conceptualize PL at the individual level and relate it to the classroom context, while also acknowledging its importance in society. Focus group participants demonstrated an understanding of PL situated primarily at the level of the classroom and the educational system. Being aware of PL as it is described in the CEFR can help concretize administrators' conceptualization of how it can be implemented in the classroom to connect students with others and become lifelong learners, and encourage a deeper understanding that can help support teachers and foster PL in IL.

The Council of Ministers of Education of Canada (CMEC) reported that the CEFR merits consideration as a framework for language education in Canada because it promotes "a common understanding of the terminology associated with language teaching/learning and assessment for practitioners [and] it provides viable reference tools, intervention methodologies, assessment procedures, and reference levels" for policy-makers and curriculum designers (2010, p. i). Still, research has shown that school administrators and SLE (IL, FSL, ESL) teachers in North American and Ontario contexts typically possess neither professional knowledge nor training in PL practice and pedagogy (Arnott et al., 2017; Pinho & Moreira, 2012; Ambrosio, 2011; Kristmanson et al., 2011) and that teachers generally work alone or with researchers to devise their own understanding and philosophical stance on the CEFR and PL education before implementing it in their classes (Arnott et al., 2017; Kristmanson et al., 2011).

The implications of administrators' understanding, therefore, are particularly important since most IL ContEd administrators are responsible for providing PD and training to IL teachers. With this in mind, several additional subthemes are discussed below that further nuance the links to the CEFR made by participating administrators when articulating how they conceptualized PL.

CEFR-Based Terminology. While participating administrators searched for explicit CEFR-related terms to describe their understanding of PL, it was clear that they understood certain aspects of PL and the CEFR. Comparisons of the term *plurilingualism* with *multilingualism* and questioning of how the two terms might differ represented the most direct references to CEFR terminology in survey responses, which were conceived within the context of language use and learning on the level of the individual. Generally, their

comparisons reflected an awareness of the *existence* of a difference between the two, but an *uncertainty* of exactly what that difference might be.

Similarly, two interview participants combined the terms without explicitly expressing a clear understanding of the distinction. Their hybrid term "multi- plurilingualism" suggests an unconscious addition of "multi" taken from multiculturalism (Julian) or multiple languages (Samiya). At the same time, they both discussed the individual's or learner's language experience in those contexts, thereby echoing survey respondents' sense that PL goes beyond ML. They exhibited the awareness that PL is more than just speaking or knowing multiple languages, but with an uncertainty of the difference or distinction between PL and ML.

Though several participants identified other CEFR-specific terms and concepts, none mentioned the CEFR directly in their responses (despite the majority of survey participants acknowledging they were familiar with the CEFR). During the interviews, only Ben used CEFR-related terms such as *translanguaging* and *code-switching*, and again, he didn't explicitly mention the CEFR. Other interview and focus group participants' views also reflected the spirit of the CEFR without making direct reference to it. They spoke about languages overlapping (Julian) or intersecting (Lin), learning through social interactions (Samiya), language awareness (Ben) or comparing across languages (Julian).

The connection between the CEFR and PL that emerged in the focus group was also not explicit, yet it still reflected a deeper understanding of PL. The group discussed with the aim of understanding what they could do individually and as a collective through ILEA to improve the conceptualization and application of PL in their programs, in their local school systems, and more broadly in education. Ben and Maya felt that the use of specific terminology like the word *plurilingualism* might help change mindsets in the school system and help administrators and educators support and promote IL and PL.

Findings suggest that most ContEd IL administrators do not have more than a cursory understanding of the CEFR, and certainly not enough to be able to articulate the distinction between ML and PL as it is represented within it. Even those who may have read academic literature on PL and the CEFR would have encountered "manifestations of plurilingualism" through a variety of terms, including "simply multilingualism", as these evolved differently across geographical and social contexts (Taylor & Snoddon, 2013, p. 443). Given that the CEFR-based distinction between ML and PL was not being made in English-language

literature until relatively recently (Conteh & Meier, 2014), practitioners who delved into the older literature may have encountered ML used as a term to describe plurilingual practices. To complicate things, many participating administrators' understanding of these terms may be incidental or influenced by general ideas on PL encountered at IL or SLE conferences or informal discussions with colleagues (as Lin suggested in her interview), where distinctions may not have been drawn or clarified.

Overall, participating administrators seemed to conceptualize PL as a vision and approach for language education, and the CEFR as a tool or framework for it, without necessarily making a connection between the two or understanding either one clearly. Perhaps not all IL administrators will become as aware as the focus group discussants or as confident as Ben, who was comfortable using some CEFR-based terminology and identified characteristics of PL as it is explained in the CEFR. Although IL administrator conceptualizations of PL were not rooted in CEFR-related terminology, this did not take away from their deeper understanding of PL expressed in their own terms. In their drawings and gestures representing PL, interview participants portrayed the complexity of PL, where languages intersect, overlap or meld into each other. Still, each participant conceived of it very differently. The questions participants asked throughout this study suggest that a definition and clarification would help them speak more confidently and develop a deeper understanding to convey PL more clearly to teachers who may have similar questions themselves.

Competence and Repertoire in the CEFR. Generally, survey and interview participants both referred to the linguistic and cultural competence that learners gain by being able to speak more than one language. While they identified competence in multiple languages as being characteristic of PL, participants placed the emphasis on learners being proficient and fluent in each language individually. This understanding of competence is not the same as the CEFR notion of *plurilingual competence* that encompasses specific attributes of a single PL repertoire made up of resources acquired by the individual learners in the languages they know or have learned, that relate to the cultures associated with those languages and that include all languages, including home languages, languages of schooling, classical languages, and so on. (Beacco et al., 2010, p. 20). Specifically, plurilingual competence is presented in the CEFR and the *Companion Volume* as "the ability to call flexibly upon an inter-related, uneven, plurilinguistic repertoire to:

1. switch from one language or dialect (or variety) to another;
2. express oneself in one language (or dialect, or variety) and understand a person speaking another
3. call upon the knowledge of a number of languages (or dialects, or varieties) to make sense of a text;
4. recognize words from a common international store in a new guise;
5. mediate between individuals with no common language (or dialect, or variety), even with only a slight knowledge oneself;
6. bring the whole of one's linguistic equipment into play, experimenting with alternative forms of expression;
7. exploit paralinguistics (mime, gesture, facial expression, etc.)."

(COE, 2017, p. 28; 2001, pp. 4-5)

Participating IL administrators reported a range of understanding of *plurilingual competence* as described in the CEFR (i.e., regarding the seven attributes listed above). The majority reflected between one and three attributes, with only a few identifying more than that in their explanations of PL. One participant (i.e., Ben) stood out from the sample, touching upon the first six of seven attributes. In his interview, Ben also spoke about negotiating meaning using languages that may not be known to all students or the teacher of an IL class, thereby acknowledging each individual's inter-related and uneven repertoire.

Most study participants conceptualized plurilingual competence as relating to separate languages rather than to the inter-related, uneven *plurilingual repertoire* described in the CEFR. Beacco et al. (2016) expanded on plurilingual competence by highlighting two key elements: the individual's uneven plurilingual repertoire and the role of interaction in language learning. The plurilingual repertoire is constantly shifting, developing, and being actively enriched while the individual uses "linguistic and cultural resources to meet communication needs or interact with people from other backgrounds and contexts" (p. 20). Other than a few survey respondents and Ben, no other participant expressed an understanding of a single, uneven plurilingual repertoire. Ben's qualifications and vast experience in IL, particularly his experience in training SLE and IL teachers, likely accounts for his advanced understanding of PL. The question of divergence in participant experience and knowledge will be addressed in Part Two of this chapter and will be included in Chapter 7 as a potential limitation to the study. Less experienced administrators in this study consistently exhibited an interest in improving their understanding and articulation of PL practices. The dynamic of Ben's influence on his colleagues during in the focus group suggests that future research that

aims to examine specific details of administrators' qualifications, experience, functions, and role as leaders in IL could shed light on factors that can optimize understanding of PL, and consequently improve PD and training in that area of IL.

Interview and focus group participants generally highlighted the social aspect of language learning and its benefit to learners. Language learning through social interaction between individuals, each with their unique plurilingual repertoire, however, was considered only by a few participating administrators. Ben's examples of plurilingual students in IL classes "playing with language" prompted focus group participants to begin to express an understanding of multiple, uneven plurilingual repertoires interacting in the IL classroom context. By the end of their discussion, they had elaborated on the value of each individual's PL competence in the classroom setting, where learners' languages become a class resource centered on authentic communication.

By reframing their perceptions of PL repertoire within the CEFR's description of PL competence, ContEd administrators working in IL can start to reflect on what exactly social agency looks like in the classroom and how it can motivate students. A clarified understanding can help them encourage teachers to consider how students' languages can be included in the IL classroom to engage students in the higher order thinking related to the five enduring ideas of the 2016 IL curriculum. As Marshall and Moore postulated, it is in contrast with traditional definitions of ML that "the focus on plurilingual competence allows [us] to dismantle perceptions of arbitrary boundaries within individuals' linguistic repertoires, and relates to broader issues such as individual agency, knowledge formation, and engagement" (Taylor & Snoddon, 2013, p. 441; citing Marshall & Moore, 2013, p. 474).

Participating administrators' descriptions of their language repertoire reveals how they conceptualize their identities within the context of their understanding of PL and their work in IL. Several participating administrators expressed doubt about their individual repertoire and competence as being plurilingual. One survey participant reported knowing five languages yet self-identified as a "bilingual" (SP 10), and Julian somewhat shyly described his repertoire as being "not that much" – despite being fully fluent in English and French, and having encountered other languages. These administrators did not seem to make a direct and explicit connection between languages and their identity, and their reflections reveal a lack of

awareness that partial competencies, foundational to PL education and the asset-oriented and "proficiency-based" CEFR (COE, 2017, p. 28) are, in fact, fundamental to learner identity.

Identity in the CEFR. Many participants alluded to or touched upon elements of identity that reveal important aspects of their understanding of PL. The CEFR defines PL and the intercultural approach as promoting and supporting the development of a sense of identity through language and culture (COE, 2001, p. 1). Similarly, the OME states that, "[l]anguage is a fundamental element of culture and identity" and that learning additional languages helps develop cross-cultural skills (OME, p. 7). Even though some participants raised identity indirectly or peripherally, it is significant that they expressed their understanding of PL as being tied to an identity that is constructed and built up through linguistic encounters because the curriculum and the CEFR highlight the importance of language learning on identity, and PL pedagogies such as identity texts and language portfolios are rooted in identity issues.

Linguistic Identity. The 2016 IL curriculum considers students' prior linguistic and cultural knowledge to be an inherent part of their identity that must be acknowledged and incorporated into their learning of the target language (OME, p. 9). Researchers encourage instructional strategies that "build language awareness and proactively communicate to students that their multilingual abilities contribute significantly to their own identities" (Cummins, 2014a, p. 9). Research has demonstrated that heritage language learners (HLLs) benefit from having their linguistic and cultural identity explicitly acknowledged. Where in PL education language awareness is taught to all learners, for HLLs "another awareness is also crucial: awareness of possessing an asset, a potential, a capital" (Piccardo, 2014a, p. 203). Focus group participants expressed a desire to help day school staff acknowledge students' HL and PL identities. Samiya's reflection of not "being" [Finnish] as she did not have a chance to learn the language attests to home or ancestral languages contributing to identity but often being undermined in school systems (Cummins, 2014a; Wong Fillmore, 2000). It is interesting to note that participating administrators who conveyed doubt about their repertoires, their abilities or their identity expressed support for IL students' PL identities.

Lifelong Language Learning. Several participating administrators described themselves as lifelong language learners and their language learning trajectory as enriching, positive and ongoing. Some understood their repertoire to be changing and shifting, while a few others seemed to feel that their language learning process stopped when they completed

their formal studies or that it never took place because they did not have the opportunity to learn additional languages. Despite these differences, all participating administrators expressed openness and commitment to supporting student language learning. This is in line with the CEFR, which underscores the centrality of the role of PL in boosting young people's confidence and identity as lifelong language learners (COE, 2001, p. 5). The OME orients all of the principles and considerations of the IL curriculum around lifelong language learning.

By reflecting on their own language learning trajectories, several participants shared an expanded view on PL repertoire and identity in the school system. For example, Julian hinted that non-Indigenous Ontario students could study a regional Indigenous language. Focus group participants discussed discursive practices that support the asset-based orientation of the CEFR and encourage language learning as an investment in identity, with complex interrelationships within any language and between languages. Still, most participants did not push the boundaries of repertoire and identity or consider the implications of monolinguals potentially being "fundamentally plurilingual, albeit unconsciously so" (Piccardo, 2013, p. 605). Recent research suggests that rethinking PL repertoire and identity could lead to new norms in education that result in empowering practices, where minority language students, monolingual students, special needs students, and those with strongly pronounced uneven competencies, particularly in official and dominant language(s), are encouraged to "develop their plurilingualism" by identifying elements of competence in any and all languages (Krasny & Sachar, 2017, p. 44).

Cultural Identity and Intercultural Understanding. Administrators' understanding of linguistic and cultural identity can provide insights into how they might understand intercultural awareness and understanding described and applied comprehensively in the 2016 IL curriculum, the CEFR, and CEFR-based resources. Interview participants expressed in their words and drawings the idea of the lived phenomenon of PL being a process of interconnection and enrichment and demonstrated openness to languages and cultures. However, PL and the 2016 curriculum advocate such openness in tandem with an intentional approach. An exceptional statement was made by a survey participant (SP 10) who oriented the Canadian policy of multiculturalism towards the value of linguistic identity in society, pointing out that many Canadians' identity(ies) is (are) being denied and undermined with a multicultural policy that explicitly excludes languages. Such a perspective is in line with

Chumak-Horbatsch (2014), who compares *inclusive* classroom practices that build on language repertoire to *supportive* practices that ultimately undermine student identity and confidence in learning languages by reducing diversity to, among other things, a focus on "cultural differences in celebratory, entertaining ways that tend to minimize their significance" (pp. 42-43). Many participating administrators emphasized the role cultural communities play and to which students are connected by virtue of having the opportunity to study additional languages. Recognizing that "language and culture are intertwined" (OME, 2016a, p. 12) helps administrators support learners' language learning and intercultural understanding through pluriculturalism, defined by scholars as an identification with two or more social groups and their cultures (Beacco et al., 2016, p. 20).

Theme 2: Discursive Practices Affecting Plurilingualism in IL

Many participating administrators demonstrated an understanding that PL is context-specific, and that its realization can be influenced by paying attention to certain elements of the IL context in particular. Explicit and implicit messages conveyed to stakeholders through norms, expectations, and policies created and supported in schools and classrooms have been shown to have an important impact on language learners' and children's identity (Krasny & Sachar, quoting Norton & Toohey, 2001; Wong Fillmore, 2000). Findings from participating administrators' understanding of PL in the IL context point to the potential for them to create and support expectations and policies conducive to two specific areas: PL education and the immersion mindset in IL. Such explicit support would do well to change dominant discursive practices and expand their understanding of PL as a lifelong language learning process in which learners' complex identities are considered by those who influence discursive practices. Each of these areas is discussed in more detail below.

PL Education. Although participating administrators did not mention "plurilingual education" as a concept specifically, their detailed perspectives on PL and their vision for IL nevertheless reflect the ECML's vision of PL education which consists of developing a PL repertoire on one hand, and making space for those languages to interact, on the other. The ECML defines PL education as having two aspects:

a) "education for plurilingualism: developing repertoire", and

b) "education through plurilingualism: making use of languages as a resource for quality education" (COE, 2011-2020).

Table 5

Key Concepts of a Plurilingual Education (based on the ECML)

Outcomes of a PL education:	**Processes of a PL education:**
Cognitive benefits	Promoting PL as the norm
Social integration	Developing repertoire and partial competencies
Empowering for all learners	Common strategies between languages learned
Access to quality education	Complementary approaches

Repertoire in this case includes plurilingual and pluricultural competence, where an intercultural approach guides language learning (COE, 2011-2020).

The two categories of key concepts of a plurilingual education, *outcomes* and *processes* listed in Table 5, are also present in the goals of the 2016 IL curriculum (OME, p. 6) as well as in participating administrators' understanding of PL as it is enacted in the educational context. Considered collectively, the four *outcomes* of a PL education were particularly well-represented in the survey, interviews and focus group data sets, but fewer individual administrators included all four *processes* of a PL education in their understanding of PL. Administrators' understanding of PL as it relates to PL education was clearer on the outcomes than on the processes, that is to say, they provided much more detailed descriptions on the overall vision of PL than on how to put it into action or implement it. When the EMCL states that, "understanding and experiencing the diversity of languages and cultures is both an **aim** of and a **resource** for quality education", ContEd IL administrators who participated in this study were much clearer on PL as an aim or vision than PL as a resource or manifestation in a classroom (COE, 2011-2020; emphasis in the original).

Immersion Mindset in IL. The immersion mindset in IL, identified by several interview participants as a potential obstacle to PL, addresses an issue that has emerged in recent literature in instances where PL is considered for minority language contexts (Ballinger et al., 2017; Kramsch, 2017). Three administrators questioned the implementation of PL in a context in which languages are taught as separate subjects and where working in only one language at a time is the norm. Lin worried that IL teachers believe that full immersion is necessary in IL classes, Ben identified teachers' fears that target language learning is optimized only if other languages are excluded from the classroom, and Julian pointed out that

PL can only be implemented if administrators and teachers do away with the longstanding practice of working with only one language at a time.

These administrators' concerns about the immersion mindset in IL are based on their experience with discursive practices of the Ontario school system and the 2016 IL curriculum. The Royal Commission on Learning stated that it supports "a learning system that places more value on languages as subjects" rather than on integrating minority languages into students' overall education (1994, p. 106-107). Recent empirical research reveals that monolingual assumptions that lead to a strict separation of French and English continue to be the norm in Ontario French immersion programs (e.g., Cummins, 2014c). Discursive practices in society and in education likely amplify the belief that limited instructional time and the dominant status of English requires a separation of languages in minority language classrooms (Ballinger et al., 2017).

Evidence-based and appropriate for the context, the reference in the 2016 IL curriculum to language use in the IL classroom could be misinterpreted to suggest that immersion is incompatible with PL. The OME recommends that, "language educators and their students use the target language as extensively as possible at all levels of instruction during instructional time and, when feasible, beyond the classroom" because quality input and meaningful communicative activities in the target language are needed "for students to develop language and cultural proficiency" (2016, pp. 9-10). Depending on the stakeholder's stance on immersion, that recommendation could be taken to mean that students will not develop linguistic and cultural proficiency without exclusive use of the target language.

The question of the immersion mindset in IL as it related to discussions of PL troubled the interview participants more than any other topic. Their tone and body language revealed unease: Lin and Julian expressed a concern about not having enough understanding of specific PL pedagogies, strategies, and activities, and Ben and Lin reflected on the daunting task of explaining PL to IL teachers and encouraging them to bring language awareness into their teaching. While these administrators support bringing multiple languages into the IL classroom, Julian and Lin in particular did not express confidence in guiding IL teachers in this process. Julian envisioned training IL teachers in transformational teaching, and Lin hoped to make PL concrete for teachers by providing explanations and sample activities of PL practices (without being certain of what either might be). Therefore, their understanding that

immersion practices could be an obstacle to PL was clear but their understanding of how to surmount this obstacle was less developed.

Recent research has identified some concerns about encouraging students to draw on their other languages in a minority language classroom, noting that,

> when learners are encouraged to draw on the [linguistic] features from the majority language [from their overall linguistic repertoire] during class time allocated to the minority language , this practice can replicate, rather than resolve, an existing societal language imbalance [… and…] can create a subtractive learning environment for learners from minoritized language backgrounds because it reinforces the dominance of the majority language.
>
> (Ballinger et al., 2017, p. 47).

Through an example of comparing the vocabulary of various minority language(s) to that of the language of instruction, Ben recommended encouraging language awareness to help teachers incorporate other languages in the IL class while teaching in the target language. This reflects recommendations by Ballinger et al. for PL or "cross-linguistic" pedagogy in minority language classes, where language awareness is used to consider power relationships between languages, and where a space for the target language is created by ensuring it is the primary means of communication in the class (pp. 48-50). The CEFR does not elaborate on immersion contexts, but is based on the premise that "seeing learners as language users implies extensive use of the target language in the classroom" (COE, 2017, p. 27).

The fact that only three of 17 participating administrators discussed immersion suggests that although ContEd IL administrators are open to celebrating multiple languages in the school or IL program, many might believe that the teaching of these languages should remain separated by subject, course, and classroom. More research is needed on this question, because the implications suggest that a good many participating administrators' understanding of PL may actually be closer to ML, where multiple languages are included overall, but are taught and learned separately. It is important for IL administrators to consider the immersion mindset in their context when they reflect upon or develop a vision, a policy, or discursive practices around the use of language(s) and the integration of PL pedagogies in IL classrooms.

Theme 3: PL Pedagogy - Activity or Approach?

When describing their understanding of PL, study participants referred to the classroom level much less than to the individual level, and when asked to speak about PL pedagogies specifically, most referred to PL pedagogy in very general terms and few situated their understanding in the classroom. Survey participants mentioned a few general approaches such as "culturally relevant and responsive pedagogy", "experiential learning", and intercultural understanding. Interview and focus group participants provided examples of language awareness activities that align with the CEFR and a CEFR-based (ex. ECML) vision for PL pedagogy, where languages represented in the classroom are considered as a pedagogical resource (Conteh & Meier, 2014).

Participant responses about PL pedagogy provide insight into their understanding of PL within the IL context, and to the extent to which they draw a connection between the 2016 curriculum and PL pedagogies. Overall – as I detail below - participants expressed more about the general use of different languages and metalinguistic awareness, less about mediation, and relatively little about the most specific area of implementation, the action-oriented approach.

Use of Different Languages and Metalinguistic Awareness. Using different languages intentionally to activate learners' repertoires and to support learning rests on the idea that validating all linguistic resources represented in a class is core to PL (Piccardo, 2018, p. 218). Ben emphasized the importance of language awareness as a teaching strategy and a tool for IL teachers to reflect on their practices and assumptions. Language awareness has been identified specifically in research on PL pedagogy as being at the core of PL (Piccardo, 2014a, p. 203). Table 6 compares the strategies and classroom activities provided as examples by Piccardo (2018) with those offered by participants, even if only in very general terms.

Examples provided by administrators suggest that they consider PL pedagogy to be explicit and purposeful. Literature on metalinguistic and language awareness explains that, "plurilingualism is rooted in a dynamic and strategic process of noticing, meaning-making, purposeful use of (linguistic) resources, reflection, and openness to linguistic and cultural diversity" (Piccardo, 2018, p. 219) and requires active encouragement to pay "motivated attention to language use" (Krasny & Sachar, 2017, citing Bolitho et al., 2003, p. 251).

Table 6

PL Pedagogy: Strategies, Activities and Tools for Metalinguistic Awareness

Suggested by Piccardo, 2018	**Identified by Study Participants**
Comparative approach: - linguistic elements (grammatical, lexical features) - similarities vs. differences (lexical "false friends")	Comparing – similarities (Julian, Lin, Ben) Contrasting – language varieties (Julian, Samiya) Language awareness (Lin, Ben, Nour) Comparing vocabulary (Nour, Ben)
Etymology (reflect on the culturally-embedded nature of expressions and idioms and upon culturally-related syntactic and semantic choices	Asking questions about languages (Ben) Analyzing different languages (Ben) Encouraging curiosity (Ben)
Translanguaging (accessing the sense of texts)	Translanguaging Code-switching (Samiya, Lin, Maya, Ben)
Language portraits (reflection/identity)	none
Bi/multilingual books	Dual language books (Ben)
Portfolios (reflection)	none
Autobiography of linguistic/cultural experiences (reflection)	none

Interestingly, no participating administrator mentioned the strategies or tools for language awareness and metalinguistic awareness that are explicitly provided in the enduring ideas and specific expectations of the 2016 IL curriculum. Julian, who doesn't work directly with teachers, stated that, "we don't have the approach and strategies right now", while Lin who works directly with teachers expressed a frustration that resources for PL pedagogy in IL are unavailable or inaccessible. Administrators are open to PL strategies but they likely require clarification on how to identify PL pedagogies in the 2016 curriculum.

Much of the literature on PL before 2017 points out that PL pedagogies are not prescriptive (e.g., Gajo, 2014) and the 2016 IL curriculum does not explicitly describe a PL pedagogy. Ben's point that PL is not an activity but rather an approach reflects the emphasis placed by participating IL administrators throughout this study on the general vision and approach to PL, rather than on specific strategies or activities. Flexibility with a focus on vision or approach can help educators avoid the pitfalls of attempting to focus too narrowly or take on too much (additional activities) to help implement language awareness and build on

their practice incrementally (Ascenzi-Moreno *et al*,, 2016; Leithwood, 2012) and in a context-specific manner (Piccardo, 2018; Beacco et al., 2016; Gajo, 2014).

The focus group's suggestion to encourage IL teachers to take small steps towards putting PL into practice is also reflected in the literature where, "embracing PL is not an all or nothing choice" (Piccardo, 2018, p. 219), but a process where "any initiative – even a partial one – […] is a positive step" (Beacco et al., 2016, p. 26), and is manifested in a range of applications: from integrating words and expressions of other languages into a lesson to organizing an entire curriculum or course around linguistic plurality.

Language awareness encourages students to ask questions about language, with critical language awareness to challenge cultural stereotypes and to reflect on language status, use, and policies (Meier, 2014, p. 136). The focus group discussed engaging IL secondary students in the process of reflecting on their own motivation and use for additional languages. "Language awareness and language learning strategies should permeate all stages and types of education" (p. 139), with knowledge about languages being taught in the primary and junior grades, and language comparison and links between languages, society and culture added in the secondary level.

Overall, the findings of this study demonstrate that participating ContEd administrators have or are in the process of experiencing the "conceptual shift towards plurality" that is needed for people to accept PL and to capitalize on it, and to change the perception of languages in individuals and in society (as predicted by Piccardo, 2018, and called for by Krasny & Sachar, 2017). Still, their confidence could benefit from additional bolstering with research evidence and resources that affirm that they're on the right track in the process of shift. The findings point to a balance between approach and activity, rather than an orientation towards one or the other. An understanding of the fundamentals of PL in the CEFR (e.g., the difference between PL and ML) could help IL administrators achieve this balance by understanding that "it is precisely the importance given to the reflective, comparative, and metalinguistic dimensions that distinguishes plurilingual pedagogies from multilingual ones" (Piccardo, 2018, p. 219).

Mediation. Although no participating administrator named *mediation* as a strategy to implement PL, several provided examples of it. Ben referred to language awareness classroom activities that involve negotiating meaning where learners may use languages unknown to the

teacher or to other learners. Maya provided a few examples of translation and interactions in multiple languages among students, parents, and teachers.

Participating administrators described the dynamic between the social and individual levels during the learning process, and touched upon the four types of mediation identified in the CEFR without naming them (Piccardo, 2018, p. 220):

- **Linguistic mediation**, where learners move between two languages, was exemplified in the value interview participants gave to language varieties and registers. Ben's recommendation that teachers use the ILEA *Intercultural Undertanding in the IL Classroom* (2019) to decode the texts in other language versions is another example.
- **Cultural mediation** was very generally touched upon by survey and interview participants who identified intercultural awareness as beneficial to language learning.
- **Social mediation** was apparent in participants' references to the social aspect of language learning that connect individuals of different backgrounds and to creating shared spaces for diverse languages and cultures. As a real-life manifestation of intercultural understanding, mediation is "an operation aimed at reducing the distance between two poles of otherness" (Beacco et al., 2010, p. 11).
- **Pedagogic mediation** was referenced in activities that develop curiosity and creativity by playing with language(s) in the classroom.

A cognitive aspect of reflection follows the social aspect of language learning, and both constitute PL pedagogy (Piccardo pp. 220-221), because reflecting on language choice(s) helps clarify tasks and provide meaning, engagement and motivation for students. Focus group participants discussed the importance of having high school students identify the reason they are studying a target (IL) language to motivate and encourage lifelong language learning. Focus group participants provided examples of critical thinking that extends the asking of questions and challenging stereotypes from language awareness to reflecting on language choice (Beacco et al., 2010).

Throughout the study, participants identified social interaction and intercultural understanding through real-life experiences and authentic communication as separate elements of PL pedagogy. Participating administrators' inability to explicitly name mediation coupled with a facility in identifying teaching strategies that promote mediation is a good example of IL administrators knowing more about PL than they are aware of, but ultimately being unable

to articulate it because of the gap in their knowledge and awareness. Becoming familiar with CEFR-based terminology and concepts should help provide the necessary confidence and knowledge to help teachers incorporate mediation as a PL pedagogical practice.

Action-Oriented Approach. Participating administrators referred quite generally to authentic communication, interaction, and real-life tasks in IL classes, however no study participant used or referred to the term *action-oriented approach*. Similarly, participants did not refer to action-oriented approach as it presented in the CEFR, where the language learning is designed to "activate" learners' linguistic resources so that they act strategically in a real-life environment. The action-oriented approach is presented and explained in the 2016 IL curriculum (pp. 10-12), in resources specifically developed to support the IL curriculum (OMLTA, 2018, 2017), and in a section devoted to it in the CEFR (COE, 2001, pp. 9-13).

Again, this highlights the focus of administrators' understanding of PL as being related to an overall vision and approach rather than specific pedagogical strategies and activities. Although focus group participants discussed ideas for using ILEA *Intercultural Understanding in IL: Sample Tasks for the Classroom* (2019), they did not provide examples of working with authentic texts, using resources and tools strategically to perform tasks to solve problems through group work and interaction among their peers, or supporting such a process by having students plan out tasks and sub-tasks and reflecting on the project to evaluate their learning process. Even Ben, who exhibited the clearest understanding of PL and how it can be implemented in the IL classroom, did not express the range and interconnectedness of PL pedagogies described in the CEFR and represented in the IL 2016 curriculum.

In conclusion, findings showed that participating administrators' conceptualization of PL rests on a cursory familiarity with CEFR-based terms and concepts, and that it is oriented towards an overall vision of PL based on individuals' experience of language learning rather than towards a focus on PL pedagogy and classroom practices. The implications of these findings point to areas of clarification and knowledge for future administrator-oriented PD on PL and the CEFR. The implications will be shown in altered conceptual framework at the end of Chapter 7 where they will be aligned to the theory on PL, particularly as it pertains to IL secondary classrooms.

Part Two: Role in Helping Teachers Implement a Plurilingual Pedagogy

The following section discusses themes that emerged in the findings that answer the second research question: How do these administrators see their role in helping teachers implement Ministry of Education documents related to plurilingual curricula and pedagogy? Participating administrators consistently viewed their primary role in the ContEd IL secondary context as supporting teachers by guiding, coaching, and offering them training opportunities. They also identified other aspects of their role, such as searching out resources and opportunities for their own professional development (PD), and promoting and advocating for IL and PL in the wider school system. What administrators say about their role in IL reflects that they are open to or in the process of perfecting their understanding of PL, and also that they have a genuine interest in connecting theory (their understanding of PL and the new elements in the 2016 IL curriculum) to their practice (informing themselves and supporting teachers).

Participating administrators' reporting that new concepts, approaches and practices need to be introduced and put into action in an incremental manner without unrealistic expectations for a complete turnaround in practices have also been found to be key in implementing PL pedagogies in classrooms and schools (Beacco & Byram, 2007; Beacco et al., 2016; Kristmanson et al., 2011). Their interest in ongoing PD for themselves and the teachers they support reflects the collaborative and shared learning between administrators and teachers that has been found to promote positive change in instructional practices and is a recommended practice for effective school leadership (Ascenzi-Moreno et al., 2016; Leithwood, 2012). The first theme that emerged in the area of guiding and supporting teachers) centers on six focal points (a) student success; (b) flexibility and innovation; (c) in-service training and PD; (d) resources; and (e) the 2016 IL curriculum. A discussion of each is followed by two other themes that answer the second research question and that address additional areas of priority identified by the administrators for their role, namely, mentorship and advocacy. In examining what they said about their role when working with IL teachers, we see the extent to which participants consider PL as important for IL and for the school system overall.

Theme 1: Guiding and Supporting Teachers

Student Success. Most survey and all interview and focus group participants said they focused their efforts on supporting teachers to enrich student experiences and improve student success. While they did not express concern that the student success or IL secondary program quality was currently poor or problematic, the majority of participating administrators felt that PL would enhance IL classes and be a benefit to students. With regards to the plurilingual foundation of the 2016 curriculum, most interview and focus group participants recognized that there exists a gap in the way language teaching is taking place and their sense of what should be happening in the IL classrooms. Interview and focus group participants identified traditional or conventional teaching methods or mindsets as being the root cause of unfamiliarity or potential resistance to PL among teachers they guide, and considered in-service training, PD opportunities, and resources as their top priorities in supporting teachers for student success and for the implementation of PL.

Modeling was reported by two survey participants to be an effective strategy when coaching IL teachers, but they did not provide examples of this practice. SP 10 reported demonstrating and encouraging teachers to model so that they can share best practices experientially, which has been found to be an important practice for effective leadership (Leithwood, 2012). In the focus group, Ben provided an example of modeling used in in-service training by giving participants a sample lesson in a language unknown to them. Similarly, in his interview seemed to naturally default to modeling PL and language awareness as he labeled the languages of his repertoire using the scripts of each language (while other participants labeled their drawings with English names of the various languages). When administrators engage in such modeling, they demonstrate the growth mindset and work to instill it in the teachers and students in their programs.

Flexibility and Innovation. Although most participating administrators admitted or revealed uncertainty about how to operationalize a plurilingual pedagogy in IL classroom, they unanimously expressed openness to innovation and transformative or flexible teaching as a general approach. Study participants listed flexible models that blur the lines between languages, connect days school educators to IL, bring diversity into IL classes, foster curiosity and critical thinking, break down silos, and take risks by accepting adaptations and interpretations of how PL might look in the IL class. They did not elaborate on pedagogical

strategies proposed by Piccardo (2018) in the three areas of innovation through PL in the classroom (metalinguistic awareness, mediation and the action-oriented approach), but instead identified general areas of flexibility and innovation such as experiential learning, collaborative teaching, fluid scheduling for language teaching, moving beyond the target language immersion model, and focusing on language awareness and intercultural understanding. The 2016 IL curriculum provides teachers with quite a bit of flexibility to help students meet curriculum expectations, and recommends that administrators and teachers work to choose the most appropriate methods approaches to support students in their learning, be it experiential learning, differentiation, or flexibility regarding content such as including environmental studies, culture and financial literacy, and so on (OME, pp. 37-59).

Focus group participants could not agree about whether IL teachers are already using plurilingual practices without realizing it or whether it is only individual teachers that represent exceptional cases who put PL into action in their class, as has been found to be the case in the literature on the implementation of plurilingual practices in Ontario (Cummins, 2014a). Clarifying what PL is and what it might look like in a classroom could help educators move beyond their struggle with the concept of PL to experience the freedom to gain experience in fostering more flexibility, innovation, and creativity in language teaching.

In-Service Training and Professional Development. Participating administrators considered providing in-service training and PD opportunities for IL teachers to be a priority and fundamental to their role in supporting and influencing IL teaching, and most specified working with teachers to foster PL practices such language awareness, intercultural understanding, and differentiation strategies based on multi-level classes is necessary to improve student success. This finding is in keeping with the responses provided by 25 Ontario IL program administrators to a 2017 survey conducted by ILEA, though that survey did not examine PL practices. The respondents to that survey identified PD as their top priority that took precedence over every other IL consideration, such as materials and resources, operations and procedures, advocacy, technology for the classroom, community relations, and promotion. (ILEA, 2017). Administrators' focus on PD in IL is also consistent with research findings on needs identified by Ontario IL secondary teachers, who felt that the PD they received fell short of their individual and overall program needs (Ambrosio, 2014).

The OME requires that principals working with IL secondary classes (or their designates) "promote learning teams and work with teachers to facilitate their participation in professional development activities" (2016, p. 17). Participating administrators provided no details about the format of the PD and coaching they offer their IL secondary teachers. Based on data collected about Ontario IL teachers' needs, Ambrosio (2014) recommended that PD opportunities for IL teachers include PD days, in-service on-site training sessions, and workshops designed for the IL context. From the present study's interview participants' responses and based on my observations of association meetings and networking recorded in my researcher journal, PD development and delivery for IL are internal to each board's ContEd IL program, are often focused around IL PD days delivered to all IL staff simultaneously (elementary and secondary), and are not differentiated (elementary and secondary). These PD days are generally supplemented by in-service on-site training sessions for IL secondary teachers, as well as individual coaching sessions and informal mentoring.

Other than Ben and SP 10, participating administrators did not provide details about their approach to providing PD and in-service training specific to PL practice. Ben's process of simplifying concepts for teachers and the survey respondent's report of collaborative sessions based on global but tangible approaches point to their attempts to present PL primarily and initially as a vision and approach, to be followed by more specific pedagogies. This is in line with the research. For example, the 2014 CEFR research forum hosted by the Canadian Association of Second Language Teachers (CASLT) determined that SLE teachers in Canada tended to lack the deep and broad understanding of the CEFR needed to introduce elements of the framework into their practice, and Piccardo (2014a) highlighted the importance of providing PD about the concepts underpinning the CEFR rather than to introduce it as a tool or strategy (Arnott et al., 2017).

ILEA survey (2017) respondents indicated that they collaborate with other boards to coordinate general programming (29%) and to develop materials and resources (26%), but not on PD opportunities for IL teachers; this, despite PD being ranked the highest on the list of administrators' priorities in the same survey. Interview and focus group participants of the present study identified challenges in simplifying and conveying to IL teachers key elements of the 2016 IL curriculum, due partly to the teachers' diverse backgrounds (for example, with teacher training often completed outside of Canada). Participating administrators' responses

suggested that they struggle to find time and resources to balance explaining the vision, approach and overall expectations of the 2016 curriculum with providing tools to support teachers with core course elements such as assessment and evaluation requirements and instructional strategies that address specific expectations for the four strands (listening, speaking, reading, writing) and the four categories of knowledge and skills (knowledge and understanding, thinking, communication, application). Coordinating coaching and guidance of large and diverse teaching teams in their own programs or boards is challenging and time consuming, making it difficult to coordinate those efforts with other boards.

My journal notes indicated that four of the six interview and focus group participants participated in the OME's curriculum implementation training in 2016 or 2017, yet none mentioned this training nor the accompanying slide deck developed and disseminated by the OME as PD for teachers and administrators. Similarly, no participating administrator mentioned PD opportunities offered by CESBA or OMLTA for IL teachers or other PD offered by target language-specific associations. Ben referred to additional IL qualifications offered by several Canadian universities. The overall sense from study participants is that guidance and coaching predominate administrators' work with teachers, with additional PD activities being organized internally in separate boards' ContEd departments.

An interesting PD element was brought up at the focus group discussion when Ben described the positive effect of inviting teachers who teach in high schools (separately from and outside of the ContEd context) to take part in ContEd-developed PD opportunities for IL. The 2016 IL curriculum encourages principals to "foster an atmosphere of collegiality among all staff members, and include second-language teachers / educators in … professional learning communities that are examining student learning and the use of evidence-based strategies" (OME, p. 17). Teachers teaching IL in high schools during the week say they feel isolated as language teachers because they have little or no contact with others teaching the same target language, and because regular PD available in school boards outside of ContEd is not tailored to IL or additional language teaching, but rather to FSL or ESL. Including these teachers could provide another perspective to ContEd IL teaching teams working to implement PL pedagogy, and can introduce elements of PL to day school contexts.

Resources. When describing their work with IL teachers and reflecting on resources that might be useful in implementing PL in IL classes, only two participating administrators

referred to resources that could help them support their IL teachers. The focus group discussed the 2019 ILEA *Sample Tasks* resource chosen by Lin to represent her understanding of PL, but no other resource was mentioned by participants, even though a number of resources that complement the 2016 IL curriculum and that support PL education in IL have been developed in Ontario (ILEA, 2017, 2016, 2011; OMLTA, 2018, 2017, 2011; LINCDIRE, n.d.). Ben mentioned dual-language books, and focus group participants briefly discussed technology (online dictionaries and of social media used by high school students), but did not mention or explore how these could be used in the IL class and did not delve into the various online resources that support language awareness (for example, *Plurilingualism Lab*, McGill University[7]; COE, 2011-2020[8]). Participating administrators did not mention IL secondary students who opt to take their CEFR or CEFR-equivalent certification in tandem with their IL class, as I noted in my journal was being done at a few Ontario boards, including my own.

Given that ILEA survey respondents identified resources and materials as their second most important area of priority (ILEA, 2017), it is interesting that so little was said about these by the participating administrators of the present study. In the present study, some interview and focus group participants expressed a worry that IL teachers may find additional resources and PL concepts overwhelming as they feel pressure to increase planning and preparation time to understand and implement them. Research that identified training and support for IL teachers with basic teaching strategies (for example, classroom management) and curriculum requirements (such as assessment and evaluation) as being particularly important (Ambrosio, 2014) preceded the 2016 IL curriculum and its related resources with a PL perspective. It would be worthwhile for future research to explore more specifically how IL administrators find appropriate plurilingual resources for their IL teaching teams and what factors might influence how they use these to begin introducing and implementing PL practices.

The 2016 IL Curriculum. Although most interview and several survey participants indicated that one of their main roles was to ensure that the curriculum is followed, notably absent was any mention of curriculum details or elements, including those related to a PL pedagogy (i.e., the five enduring ideas, specific curriculum expectations and teacher prompts on intercultural understanding, instructional strategies, and the cultural concepts for

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[7] Plurilingualism Lab, video resources: https://www.mcgill.ca/plurilinguallab/resources/video-resources

[8] Key ideas of pluralistic approaches to languages and cultures, FREPA webpage (CEO ECML, 2011-2020).

developing intercultural understanding). Administrators suggested that the multiple elements and many new approaches in the 2016 curriculum render it necessary to simplify the curriculum to balance the overall vision and general approaches with specific elements and strategies to help teachers "tackle the curriculum" (Ben).

In addition, there exists a range of familiarity with the 2016 curriculum among participating ContEd IL administrators - seven survey participants reported having guided teachers with the 2016 IL curriculum, while only half of the interview and focus group participants reported having worked directly with reading and interpreting this document with IL teachers. This is corroborated with the finding that participating administrators tended not to make the connection between supporting teachers in PL implementation and the specific expectations in the 2016 curriculum that provide ideas and teacher prompts for comparative language awareness activities that explicitly build intercultural understanding.

Intercultural understanding, critical and creative thinking skills, and making real life connections, as described in the 2016 curriculum are necessary when implementing a plurilingual pedagogy, particularly as it links the students' IL experience and learning to their overall education. While not within the scope of this study, it is worth noting the potential for further research on administrators' expectations and views on the 2016 curriculum. A survey participant (SP 11, who reported being a curriculum coach with principal qualifications) expressed disappointment that the cultural element of the 2016 curriculum was not as well-developed as it could be. Further research could help to understand administrators' view on the 2016 curriculum document because, in the case of this comment on culture, the curriculum contains *Intercultural Awareness* and *Awareness of Sociolinguistic Conventions* for each strand and level in its *Cultural Concepts for Developing Intercultural Understanding*.

Theme 2: Collaboration and Mentoring

Collaboration. In line with their function as leaders, participating administrators referred to the importance of encouraging collaboration between teachers, between administrators and teachers, and between administrators. Other than SP 11 who referred to collaborative sessions with teachers, survey participants were not specific in their descriptions of collaboration. Interview and focus group participants broadly described collaboration between IL teachers working in other contexts with IL students (i.e., regular, day school

teaching and administrative staff) as communication between the two with the aim of supporting students and promoting language learning.

The focus group participants identified collaboration among administrators, particularly with the aim of providing PD for themselves, as being key to fulfilling their role in IL effectively. They identified the need to network and discuss PL and language issues with colleagues working in IL, and expressed a hope to see IL, ESL, FSL language professionals work together to share best practices and to advocate for IL and PL in Ontario, potentially by reviving the *Language Alliance,* connected with ILEA. This finding is in keeping with feedback provided by IL administrators that was noted in my journal, where they consistently identified sharing, guided conversations, and group discussions as being most helpful for their PD at CESBA events.

Mentoring. Focus group participants considered their discussion as an opportunity to co-create knowledge and expand their thinking through reflecting, brainstorming, challenging and supporting one another. The focus group resembled a professional learning community (PLC) or a collaborative inquiry process as defined by the OME (2014). Participants expressed an appreciation for the mentoring that emerged and surmised that they would like to engage more often in structured discussions with colleagues from other school boards. In their research about a PLC in which teachers built and transformed their understanding of the CEFR into pedagogical action, Kristmanson et al., (2011) echo the OME (2014) and the OLF (Leithwood, 2012) position that collaborative processes and cultures must be organized, structured and reflective to succeed. Kristmanson et al., found that this is particularly the case when the initiative "requires a change in philosophy and professional practice" (p. 64).

Interview and focus group participants demonstrated and expressed that the process of participating in the interviews and focus group provided them with time to think about and articulate their ideas, and to share and (co)construct knowledge, which helped them come to a better understanding of PL and how they might put that into action in their practice. The prompts that guided the focus group discussion appeared to help provide structure to the mentoring dynamic during the focus group session. Ontario ContEd IL administrators could benefit from organizing collaborative inquiries or PLCs, which they could base on the framework provided in the OME's *Collaborative Inquiry in Ontario* (2014b) and on the

prompts for "promoting collaborative learning cultures" designed for mentorship initiatives among school leaders (OME, 2010b).

Theme 3: Advocating and Building Bridges

Participating administrators identified advocacy of IL and of PL as another one of their primary roles in ContEd. Several survey participants said that they promote IL so that it is recognized in the wider community and in their school board. All four interview participants and some survey respondents referred to their role of working in partnership with cultural and linguistic communities to support teachers and students. Focus group participants brainstormed specific strategies for IL administrators to adopt to help IL teachers by reaching out to day school teachers who do not teach IL, guidance counselors, and day school principals to ask for their support in promoting IL and PL in their schools and classrooms. This advocacy role of IL administrators is in keeping with the OME's directive in the 2016 IL curriculum that principals "promote students' learning by promoting the value of … learning second or additional languages" and that they build relationships with community partners to "provide valuable support and enrichment of student learning" (p. 17).

The focus group drew a link between advocating for IL and promoting or implementing PL. Both interview and focus group participants alluded to the importance of the continuity of language learning as an educational norm and a pedagogical practice from elementary to secondary IL classes in order to promote language learning throughout the school system. They discussed the value of promoting PL through IL since IL represents a network with a connection to and credibility within the school system, through day schools and subject associations. The focus group participants considered the IL context as being an ideal platform for developing a plurilingual vision because it can be brought to mainstream education by the students and educators who work in both contexts.

Focus group participants discussed the need for administrators to work with language teaching subject associations, to partner with other language educators (such as FSL, ESL and EAL practitioners), and to revive the provincial *Language Alliance* to advocate for and promote language learning in Ontario. While attending an association meeting in the spring of 2019, I noted in my researcher journal that IL administrators from across Ontario discussed practices that benefit students while promoting IL (or raising consciousness about it in the

school system) by, for example, sending IL report cards to students' day school administrators to place in the students' official records (Ontario Student Record).

In conclusion, findings on Ontario ContEd IL administrators show that they view their role through some of the practices identified as necessary for school leaders (principals and vice-principals) in the OLF (Leithwood, 2012), such as providing resources and support for teachers to improve instructional strategies and student achievement, facilitating opportunities for teachers to learn from each other and to learn through coaching, training and PD, building collaborative cultures and teaching teams, and advocating by understanding their context, developing a vision, and building relationships with community and other stakeholders. The implications of these findings touch upon their collaborative PD and resource sharing for PL pedagogies. The implications will be shown in the modified conceptual framework at the end of Chapter 7, where the administrators' role will be represented in the meso-level context of the classroom, the IL context, and the education system.

Chapter 7: Conclusion

This section is comprised of the limitations of the study, followed by discussion of the implications of the findings for administrators and other stakeholders, as well as for theory and research about IL in Ontario, IL administrators, and plurilingualism (PL) in minority contexts.

Limitations

Recruitment and Researcher Position

Anonymity of the Online Survey. In addition to serving as a data collection tool, the online survey was originally designed to recruit interview participants so that the case descriptions could be as comprehensive as possible through the capture of four case study participants' perspectives through survey, interview and focus group protocols. With relatively few initial responses to the online survey, and because several potential participants requested anonymity, the online survey was modified and re-launched with an explanation. Separating the online survey from the expression of interest to participate in the interview resulted in the survey results not being linked with interview participants. The anonymity of the survey, therefore, limited the scope of the case descriptions to the interview data. However, without it, recruitment may have been more challenging because IL administrators as a group in Ontario are a relatively small and close-knit community. Nevertheless, the amount of data collected in this study provided ample material for a thorough examination of the topic and for the scope of a Master's thesis.

Professional Relationship Between Researcher and Participants. Recruitment efforts may have been challenged by the fact that both potential and actual participants were my professional peers and colleagues. To address this, consent forms, data collection tool protocols, and recruitment communications assured participants of as much anonymity and confidentiality as possible during the reporting phase. Though identifying information was not collected in the survey, participants could provide their email addresses to receive overall survey results. For full transparency, general preliminary findings were shared at ILEA and CESBA events so that all IL administrators (some of whom might be seen as competitors in the field) would have access to the basic information collected.

During the recruitment phase, ContEd administrators working with IL secondary teachers were still discovering many new elements of the revised 2016 curriculum. Aspects of

PL were integrated into this curriculum without explicit reference to PL and explanation of it; it was therefore natural that some administrators might worry about seeming uninformed when asked to speak about it.

Other than potentially limiting the number of participants, it is not known whether my professional relationship with the participants affected the findings, though interview and focus group participants mentioned enjoying the process and appreciating the opportunity to reflect on and discuss their practice with colleagues. Future studies could include an action research perspective to help participants gain an additional benefit through tools like a needs analysis or action plan (for example, examining the size and other details on the teaching team, i.e., Ontario Certified Teacher [OCT], non-OCT, experience in language teaching vs. other curriculum areas, level of qualification, etc.). With the researcher as participant, reviewing some of the challenges associated with the extraordinary reality of IL[9] with participating colleagues would also underscore collegiality while fast-tracking the implications of the research into action, though methodologists have found that practitioner action research with colleagues is also not without its challenges (Anderson & Herr, 2009).

Range of IL Administrators' Responsibilities and Training. Soliciting the participation of all levels of ContEd administrators working with IL teachers was anticipated to potentially add a limitation to the findings because the training and experience is varied among administrators of different levels. ContEd principals in Ontario also may not be familiar with the pedagogy of language teaching or with specific elements of the new IL curriculum, because previous language teaching experience is not a selection criterion for their positions (Miller & Plessis, 2014). ContEd IL officers, coordinators, managers or teacher educators who may have studied SLE pedagogy and taught language(s), often lack formal principal training and may not be familiar with recommendations or elements of the OLF, conceived, as it is, primarily for principals and superintendents in the regular school system. Moreover, principals and vice-principals are generally posted to work in ContEd for 4- or 5-year terms, while managers and other administrators can work in ContEd for indefinite periods of time, sometimes staying in their administrative IL positions for decades.

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[9] In feedback noted in my researcher journal, a number of participants indicated that they guide teams of 20 to 60 IL teachers in addition to fulfilling administrative tasks related to running programs from JK to Gr. 12 for thousands of students from dozens of linguistic and cultural communities.

As a result, differences in training, experience, and knowledge of the different levels of participating administrators might have affected the way participants perceived their role in working with IL teachers and how they are able to operationalize a plurilingual pedagogy in their context. Still, a broader range of perspectives provided a richer context for themes to emerge, particularly because the complex organizational contexts of secondary schools tend to be even more pronounced in ContEd contexts, (Miller & Plessis, 2014), resulting in sampling that is not dissimilar to what one can find in ContEd IL contexts across Ontario.

Participant Availability. Originally conceived to provide data for depth and expansion appropriate to separate cases, the preference given to administrators who would be able to participate in both an interview and the focus group added the challenge of finding potential participants for the study. Only two interview participants were able to find time for the focus group session. Despite these limitations, the data generated was rich and substantial, and the focus group discussion proved to be an important component to the research project and also to the administrators' experience in the project.

Timing Ethics Processes and Participant Schedules. The process of obtaining approvals from multiple school boards resulted in delays, and ContEd IL administrators' workload and program responsibilities such as running IL classes running from September to the end of July complicated the timeline of this project. For example, data collection for the survey ended up being conducted simultaneously with the interviews, and continued on after the individual interviews were completed. Even after ethical clearance was obtained from the school board, some administrators' busy schedules delayed interview dates by four months and delayed the focus group session by six months. This could have influenced who among them was able to participate, and who could not or did not, but may have wanted to.

Quality of the Data

Providing Questions in Advance. Early in the recruitment stage, interview questions were shared individually with a few potential participants who requested them in order to determine whether or not they would agree to participate. Upon reflection, I decided to eliminate those potential participants from the study because spontaneity of responses, especially for the last two questions eliciting multimodal responses, constituted an important component of the interviews. The questions were, therefore, not provided to interview participants in advance. After the interview, one participant mentioned that having the

questions in advance would have helped them to prepare for the interview, while another openly characterized the two multimodal response questions to be a pleasant surprise, and the spontaneity of the questions important to the process. Ultimately, it is not entirely clear the extent to which providing the interview questions in advance would have impacted the findings.

Implications

The findings of this study contribute to the field of SLE, particularly in the area of IL administrator perspectives on PL. Administrators and other stakeholders such as teachers, students, IL-related associations in Ontario, and system leadership will benefit in a number of ways from this research. The findings also advance theory on PL in minority language contexts (particularly that which was used as the conceptual framework for this study – i.e., Piccardo, 2018), and lead to concrete suggestions for future research in this domain.

Administrators

The findings of this study concluded that administrators would benefit from training and the use of several tools to help them fulfill their perceived role of supporting IL teachers in regard to PL. Study findings pointed to specific areas of clarification, context and explanation to include in training materials for administrators, paying special attention to:

- basic principles of the CEFR;
- how PL differs from ML;
- terminology and concepts that are key to understanding PL;
- the connection between language awareness, mediation and the action-oriented approach, and how these relate to CEFR-based ideas on PL education and the 2016 IL curriculum.

Participating administrators who expressed an understanding of PL that is aligned with the CEFR (i.e., Ben) were able to name and describe a vision for PL education and strategies for PL pedagogies much more effectively than participants who were unclear on how PL is represented in the CEFR. Findings also suggest that the interest and openness among administrators, and the structure already established in IL are both conducive to the implementation of PL in IL classrooms. Gaining some basic knowledge of PL and clarification of concepts and factors affecting additional language learning can help administrators confidently support teachers in their language awareness and intercultural

understanding. This finding and recommendation are in line with recent research about school leaders' success in implementing plurilingual discursive and instructional practices, where it was found "that conceptually based professional development for school leaders can be transformative" (Ascenzi-Moreno et al., 2016).

It is clear that administrators benefit from having a solid grasp of the challenges and realities of the IL context, as well as opportunities created by promoting PL in that context and more broadly in the Ontario school system. Researchers have consistently found that a school leader's knowledge about their school and classroom conditions has a direct effect on student learning because it encourages coordination and collaboration between teachers, parents and other stakeholders (Leithwood, 2012). Participating administrators specifically identified their emerging need to use the term *plurilingualism* more often when working with day school administrators and in the schools system in general, and they identified the importance of incorporating PL into their leadership practices, such as collaboration and advocacy in order to create a dynamic interaction between the languages represented in IL classes, and students' IL competencies in relation to their overall education.

Administrators are encouraged to seek out opportunities for collaboration with other administrators as well as other stakeholders to share and build upon their knowledge of the CEFR and PL, to review resources that support PL pedagogies within the framework of the 2016 IL curriculum, and to consider together what PL practices could look like in the IL context. Given that other research has found that PD for IL teachers has been particularly successful in cases of several "institutions working cooperatively" (Ambrosio, 2014, p. 140), administrators are encouraged to explore ways to partner with others to coordinate PLCs and PD on PL for IL teachers. Membership in subject and professional associations (ILEA, OMTLA, CESBA and CASLT) can also help administrators identify useful resources, share best practices, advocate as a group, and feel less isolated in seeking clarification to principles and concepts related to PL and the CEFR in the IL context.

A list of resources that have been created recently in Ontario to connect basic principles of the CEFR and elements of PL to the 2016 Il curriculum that can help administrators with their own professional development and with working with secondary IL teachers are included in Appendix A. These respond to the need identified in this study to find resources related to PL and the 2016 IL curriculum. Clarification and familiarization with the

basic principles, terminology and concepts of PL in the CEFR can help ContEd administrators better explain to teachers the enduring ideas and a number of new concepts presented in the 2016 IL curriculum. Just as research in SLE proposes strategies and makes calls for plurilingual practices to be adopted by more than just a small number of exceptional teachers (Cummins, 2014a), it is hoped that this research will contribute to building the foundation for confidence and creativity in implementing PL for a greater number of IL administrators. Future research could help identify specific factors in ContEd that could positively influence this process (for example, distributed and shared leadership, and other practices).

The findings offer administrators an opportunity to reflect on their current practices and stance relative to PL, particularly on their approach to supporting IL teachers with whom they work for the integration of PL in their teaching practices. The focus group session in this study provoked a discussion that could potentially be built upon and transformed to promote dialogue between administrators and between administrators and teachers across different contexts. It is recommended that training and professional development be rooted in a structured, collaborative approach, where working with teachers focuses on mentoring, modeling, and multimodal representations with the aim of co-creating an understanding of PL and PL pedagogies that makes sense for their particular local context or teaching team, as this project and other recent research has found this to be important (Ascenzi-Moreno et al., 2016; Leithwood, 2012; Kristmanson et al., 2011). Overall, administrators in this study demonstrated many aspects of the "imaginative leadership" necessary to "move in a coordinated and coherent way in the direction of teaching through [a plurilingual] lens" that considers students' overall education and development (Cummins, 2014a, p. 7).

Teachers

The study revealed that administrators consider supporting teachers to be a key aspect of their role, and that they are genuinely committed to promoting PL in IL for the benefit of students and society. Knowing that administrators support them, teachers can reflect on their professional needs, including those identified in this study related to PL (PD, training and coaching, help to "unpack" the IL curriculum, and IL advocacy) and other general areas of concern identified by IL teachers in other studies (Ambrosio, 2014; Aravossitas & Oikonomakou, 2018). Participating ContEd IL administrators indicated that they believe that a PL approach and pedagogy is beneficial and required for the IL context, as is supporting

teachers actively through PD and guidance with the curriculum and instructional strategies that promote PL pedagogies. The present study demonstrates that IL administrators would like to improve in areas of support, which researchers say is necessary for the implementation of a PL perspective and practice (Arnott et al., 2017; Prasad, 2016; Coste & Simon, 2009).

Findings from this research show that administrators are attuned to students' complex identities as HLLs and the broader context of IL. Such insight has potential to reassure teachers that administrators support their work with diverse students through the needs-based approach of the CEFR and specific elements of the 2016 curriculum (for example, the action-oriented approach). Moreover, active reconsideration of myths about immersion in IL can help IL teachers work confidently to retain target language prominence in their classrooms while actively including students' other languages. Teachers may also find relief in the knowledge that embracing PL is not an "all or nothing" endeavour (Piccardo, 2018, p. 219).

Students

Findings from this study point to the potential for an improved learning experience for students. The importance that ContEd administrators place on supporting IL teachers to help students achieve success, become more confident, and acquire skills and aptitudes for lifelong language learning was evident in administrators' overall perspective on PL and in their understanding of the IL context and of the needs of IL students and their teachers. The findings are in line with research that demonstrates that PL can have a positive impact on reaffirming the plurilingual identities of culturally and linguistically diverse students (Prasad, 2016), and also on motivating and including students who have no previous knowledge of languages other than English (Piccardo, 2014a).

In line with what teachers have said (Ambrosio 2011, 2014; Aravossitas & Oikonomakou, 2018), ContEd administrators in this study identified professional development and in-service training for IL teachers as a priority. Administrators in this study expressed an openness to work with teachers to include students' repertoires and prior experience. Such an approach provides students with opportunities to become "the experts", consequently contributing to their sense of self-efficacy and autonomy (Piccardo, 2013, p. 608) and to a shift of power relationships in the classroom that encourages critical thought and literacy (OME, pp. 9, 12, 51). In this way, PL can be a catalyst for exploration, creativity, and innovation, as these are called for in the 2016 IL curriculum specifically (OME, pp. 12, 51)

and in PL education more widely (Piccardo, 2014, 2018; Beacco et al., 2016). It is by being *digital natives* (Prensky, 2001), diverse, and oriented towards a complex future (OME, 2012, 2016) that IL students perspectives and identities can be heard alongside those of IL teachers and IL administrators both in the IL classroom, in the broader school system, and in society (Piccardo, 2014a).

System Leaders, Associations, and the OME

This study's findings suggest that despite their passion, commitment, and hard work, administrators cannot fulfill their function alone or in a vacuum. Their advocacy efforts need to be supported, particularly in the areas of promoting additional languages and a PL perspective across the wider school system. These findings coincide with a growing body of research that demonstrates that incorporating PL practices in classrooms, schools and across education does not require an overhaul of the system, but requires a collaborative approach to using the resources already there (Cummins, 2014a,b; Beacco et al., 2010). In line with Cummins (2014c), participants pointed to the benefits of explicit support being provided on PL from decision makers in leadership positions in school boards and in the OME. The OME, subject and professional associations and system leaders are encouraged to take the unique ContEd and IL contexts into consideration and to support the development of resources for all educators to obtain clarification on the basic principles of the CEFR and how PL is defined in it so that, as the focus group participants observed, the word *plurilingualism* is used and recognized across the education system.

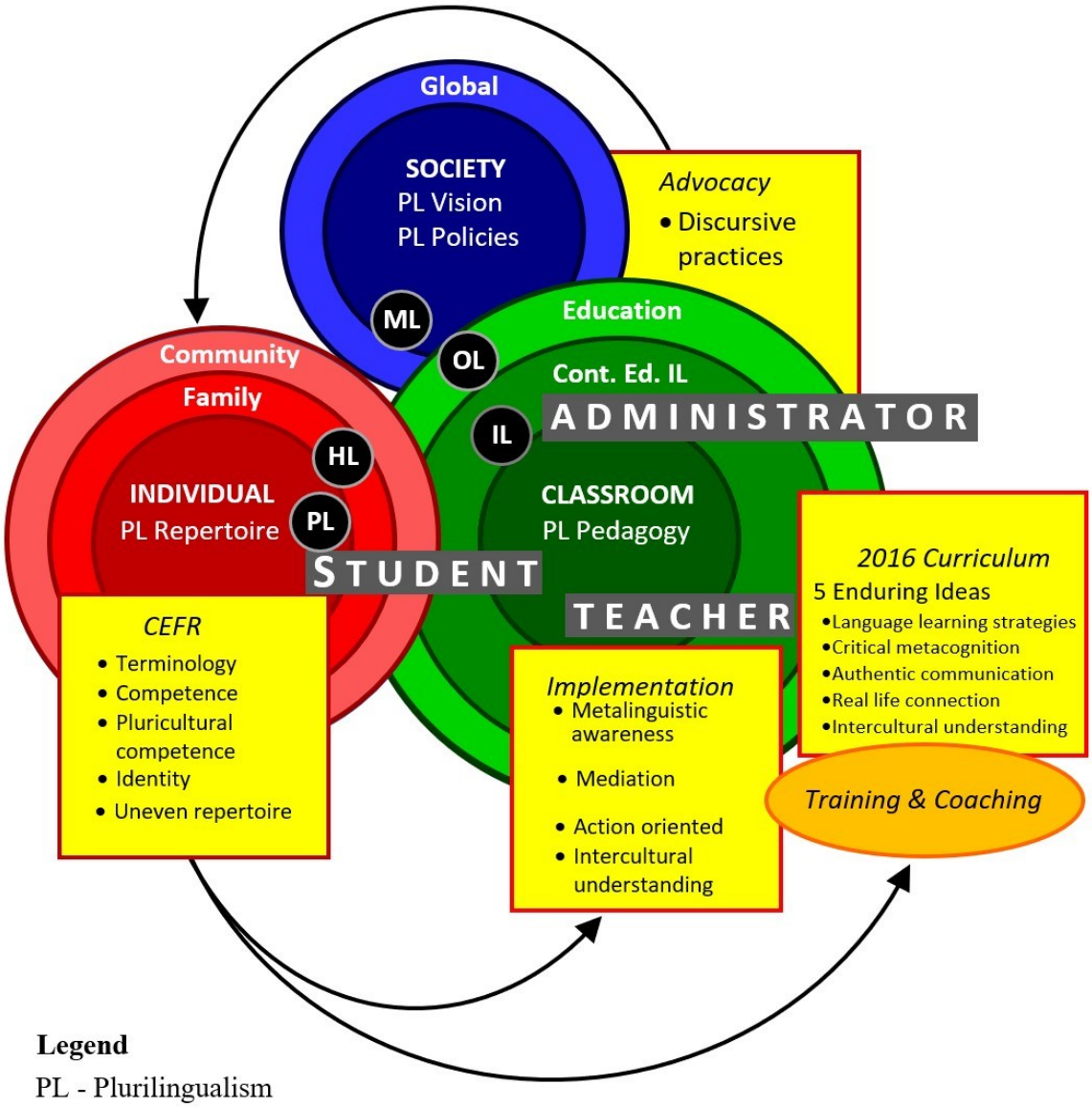
Theory

The present study contributes to the field of second language education by documenting ContEd and IL administrators' perspectives and by considering PL from the perspective of administrators, where in the past it has generally been studied from the point of view of teachers and / or learners. It also transforms the conceptual framework to reflect participating administrators' understanding of PL within the complexity of their role in the context of Ontario ContEd IL programs.

The transformed conceptual framework (Figure 8) represents the findings of the study

Figure 8

Modified Conceptual Framework



Legend

PL - Plurilingualism
ML - Multilingualism
OL - Official Languages
IL - International Languages
HL - Heritage Languages

in their depiction of the multidimensional characteristics of administrators' situated practices, and how these practices interact across Piccardo's three contextual levels for plurilingual exchanges. Participating administrators' understanding of PL in the IL context expanded the level of the individual (seen in the red circle) to include family and community, as these

constitute both the sphere in which the individual functions and the elements that affect their PL identity. Additional layers were also added to the level of the classroom (seen in the green circle), in this case to represent the ContEd IL context and the education system as administrators' perspectives on PL, language learning, IL, and on their role are situated in these contexts. A layer representing the international, global context was added to the macro-level, society (seen in the blue circle), because technology has rendered the global context into an extension of society, and administrators acknowledged in their understanding and views that languages and learning are influenced by that context, and that pluricultural education and intercultural awareness are connected to world issues and the global community.

The differences in the sizes of circles representing the three levels of context (and layers within each) reflect the importance participating administrators gave to the various levels in their responses. The meso-level is the largest (i.e., the classroom in green) and the macro-level the smallest (i.e., society in blue). Administrators situated their understanding in the level of the individual (red), but then focused on the meso-level (green) as they conceptualized how PL might look like in the classroom, the IL program, and the overall school system.

The circles representing the macro-, meso-, and micro-levels overlap where participants' understanding and perspective intersected. For example, the micro-level individual (and community and family) overlaps with the meso-level (classroom, IL and education system) rather than with the macro-level (society) because the administrators' conceived of the individual within the educational context rather than in the social or global context. Similarly, the level of society overlaps with the educational context but not with the individual context because participants situated policies and the influence of society in the educational context rather than at the level of the individual. By way of example, some participants considered the impact multicultural policy in Canada has on PL and IL in the area of language learning and language learners in the classroom.

The student / learner has been placed at the center of the framework, and is situated primarily in IL, in the classroom, but also within the education system and connected to the target-language community. Administrators considered their overall aim and role to positively impact student success in IL and in those students' overall learning. Teachers and administrators have been placed in the meso-level of the framework as well, with teachers

situated in the classroom and the ContEd IL contexts. Administrators cross all three layers of the meso-level, as they viewed their role as that of a bridge connecting IL teachers and the education system (curriculum, day school staff, etc.). Administrators situated their role at the level of the education system (the IL context) and as influencing the classroom level.

The yellow rectangles have been added in strategic places with specific themes and content put within them to represent the findings related to areas of pedagogical action and support. Each rectangle is designed to be the same size to denote similar importance attributed by administrators to each area. First, Piccardo's three original areas of implementation (i.e., metalinguistic awareness, mediation, and the action-oriented approach) have been expanded to include intercultural understanding. Implementation is placed in a separate rectangle from the five enduring ideas of the 2016 curriculum because the ContEd IL administrators did not draw a direct link between them. However, they included important elements of each in their conceptualization of how PL could be enacted and included in the classroom, the ContEd IL context, and in the overall education system, and therefore both rectangles intersect with the three layers of the meso-context (i.e., classroom, ContEd IL context and the education system). Training and coaching have been added in the form of an orange oval that connects Piccardo's three areas of implementation to the five enduring the 2016 IL curriculum. This reflects administrators' priority to work with teachers on understanding and applying curriculum concepts to IL classes, and on their openness to apply PL pedagogies associated with the three areas of implementation in IL classes. Advocacy has been added as an area of pedagogical action and support (coming in the form of being mindful of discursive practices) in a separate rectangle that intersects with the level of education and the ContEd IL context on one hand, and the level of society and the global context on the other. This intersection represents administrators' emphasis of IL and PL advocacy in various contexts, and their reflection on the connection between their vision for PL vision and what language teaching might look like in their classes, schools, and broader social contexts. The tenets of the CEFR are shown to intersect most at the level of the individual to reflect the context in which administrators situated their understanding of PL as it is defined and elaborated in the CEFR.

As per the findings of this study, the original arrows in the conceptual framework denoting a clockwise flow between society, the classroom, the individual, and back to society, have been replaced by arrows that connect areas of pedagogical action and support identified

by participants as key to their work and context. The area of advocacy and discursive practices, situated at the level of education, is linked with the community. The area of the CEFR, situated at the level of the individual, is linked to the three areas of implementation and to training and coaching as they pertain to the 2016 curriculum.

Finally, the small black circles with acronyms (denoted in the legend of Figure 8) reflect key terms and definitions offered by participating administrators in their explanations of PL, and how they relate to each of the transformed contextual levels. Multilingualism (ML) is denoted at the level of society and plurilingualism (PL) at the level of the individual. International languages (IL) is situated at the meso-level, overlapping the ContEd IL layer and the classroom. Heritage languages (HL), representing home languages or heritage languages, is situated at the level of the family but touching upon the individual and the community. Official languages (OL), representing Canada's two official languages (English and French), is situated at the level of the education system but touches upon society and ContEd IL. The placement of these languages represents the different aspects of language learning and teaching that participating administrators conceptualized as they spoke about their understanding of PL and its implementation in the IL context.

In summary, participating administrators' perspectives are situated first and foremost at the level of individual as they expressed their understanding of PL from their personal experience as learners. However, their conceptualization also expanded into the level of the education system and the IL context, with their understanding of PL pedagogies and practices as well as their views of their role as IL administrators focusing on the level of the classroom, the education system and, to a lesser extent, society. The modification or extension of the study's original conceptual framework based on Piccardo's three levels of context reflects the contribution of this research to PL theory by adding the Ontario ContEd IL context and perspective to it.

Research

Findings from this study highlight a perspective that is rarely considered in any depth and breadth in research on PL – the minority language context of a mandated program representing the voices of thousands of minority language educators across Ontario and over 100,000 learners (personal communication, CESBA, August 2019), their families, and communities. Specifically, this study bridges theory and practice by examining administrators'

understanding of PL and proposing first steps towards clarification and an application of concepts and practices that can be implemented within the realities of their roles.

Two areas of inquiry merit further research based on the findings of this study. First, documenting details of ContEd professional development and in-service training programs from the perspective of a needs-analysis could help support the introduction and embedding of plurilingual practices in the Ontario ContEd IL secondary context. This is especially important because global studies have found that "resistance to plurilingual, decompartmentalized and cross-cutting approaches is often greater at secondary than at primary level" (Beacco et al., 2016, p. 73). The findings of the present study and previous empirical research have also demonstrated that plurilingual practices cannot just be tacked on, merged or embedded in existing pedagogical contexts (Gajo, 2014).

The second proposed area of future research, collaborative inquiry through action research, should help practitioners (administrators and / or teachers) co-create knowledge and put into action PL practices for local and specific Ontario IL contexts. The findings of this study and other research has shown that structured professional development with collaborative practices such as mentoring leads to supported professional learning, particularly where there is a shared vision – even if individual practices differ (Kristmanson et al., 2011). An action research perspective with a multimodal aspect would be beneficial, as the multimodal elements, particularly drawing and choosing objects representative of a concept, facilitated discussion, extended understanding, and enriched the research process.

Overall, this study contributes to the greater understanding of the practices of ContEd school administrators as they support IL teachers with elements of PL practice found in the 2016 IL curriculum. It is hoped that this study can function as a stepping-stone for further research investigating ContEd school administrator support for IL teachers that will continue to bridge the gap between theory and practice generally, and as it pertains to PL specifically. A focus group discussant in this study mentioned the need for a top-down approach for PL practice in the IL context, while researchers have generally reported that PL practices in education come about from a "bottom-up movement" (Gajo, 2014, p. 120). However, many ContEd IL administrators represent a middle ground or a bridge (as participants themselves alluded to when characterizing their own role) linking individuals and practices at various

levels of context where a PL approach “institutionalized as educational policy” (Cummins, 2014a, p. 9) may be within reach.

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Trifonas, P. P. & Aravossitas, T. (Eds.). (2014). *Rethinking heritage language education* (pp. 183-212). Cambridge: Cambridge University Press.

Vygotsky, L.S. (1934). *Myshlenie i rech/: Psikhologicheskie issledovaniya [Thinking and speech: Psychological investigations*]. Moscow and Leningrad: Gosudarstvennoe Sotsial'noEkonomisheskoe Izdatel'stvo.

Vygotsky, L.S. (1987). *The collected works of L. S. Vygotsky, Volume I*. New York, NY: Plenum.

West, M., Ainscow, M. & Standford, J. (2005). Sustaining improvement in schools in challenging circumstances: A study of successful practice. *School Leadership and Management 25*, 1, 77-93. https://doi.org/10.1080/1363243052000317055

Wong Fillmore, L. (2000). Loss of languages: Should educators be concerned? *Theory into Practice 39*, 203–210. https://doi.org/10.1207/s15430421tip3904_3

Yazan, B. (2015). Three approaches to case study methods in education: Yin, Merriam, and Stake. *The Qualitative Report 20,* 2, 134-152.

Yin, R.K. (2009). *Case study research: Design and method*. 4nd edition. Thousand Oaks, CA: Sage.

Appendix A - Resources for Ontario Administrators

Ontario Resources for IL Teachers:

International Languages Educators' Association (ILEA) https://ilea.ca/

(2000-2007). *Accents on language* newsletter
(2011, 2017). *Financial Literacy Lessons in International Languages*
(2016). *Language reference Charts*
(2019). *Intercultural understanding in International Languages*

Ontario Modern Languages Teachers Association (OMLTA)

(2011). *Financial Literacy Lessons in IL*
https://www.omlta.org/resources/lesson-plans-and-activities/financial-literacy-international-languages-2011/

(2017). *Revised IL Curriculum Facts Sheets*
https://www.omlta.org/resources/instructional-supports-and-guides/revised-international-languages-curriculum-fact-sheets/

(May 31, 2018*). Let's solve this problem! Shifting our International Languages classes: From spoken production to interaction*. OTF Connects webinar.
https://www.otffeo.on.ca/en/learning/otf-connects/resources/otf-connect-may-30-lets-solve-this-problem-shifting-our-international-languages-classes-from-spoken-production-to-interaction/

Ontario Resources for FSL Teachers that Pertain to IL:

Piccardo, E. (2014). *From Communicative to Action-Oriented: A Research Pathway.* Toronto: Curriculum Services Canada. https://www.curriculum.org/fsl/wp-content/uploads/2015/12/TAGGED_DOCUMENT_CSC605_Research_Guide_English_01.pdf

Cousineau, D. (2015). Exploring the CEFR. *Transforming FLS*. Toronto: Curriculum Services Canada. https://transformingfsl.ca/en/resources/exploring-the-cefr/

Linguistic and Cultural Diversity Reinvented (LINCDIRE). www.lincdire

Other Online Resources:

Plurilingualism Lab, McGill University https://www.mcgill.ca/plurilinguallab/

Framework of Reference for Pluralistic Approaches (FREPA) https://carap.ecml.at/

Appendix B - Online Survey

Participants completed the online survey after reading the electronic consent text (based on the consent forms in Appendix F) and clicking "yes". The platform used for the online survey was Google Forms. Participants were invited to provide their name and email at the end of the survey only if they wished to receive the research findings once the study is complete. The number of each question as it is referred to in the main text of the thesis is indicated in brackets below *(SQ #)*.

Part 1: Basic Demographics

The purpose of this section is to gather basic participant information.

1) *(SQ 1)* My school board is:
    - English Catholic
    - English Public
    - French Catholic
    - French Public
    - Other (please specify): _____
2) *(SQ 2)* I am a member of the CESBA (*Ontario Association of Adult and Continuing Education School Board Administrators*):
    - Yes
    - No
    - I don't know
3) *(SQ 3)* I am a member of ILEA (*International Languages Educators' Association*):
    - Yes
    - No
    - I don't know
4) *(SQ 4)* I am also a member of the following Continuing Education and/or International Languages associations: (list any that apply) _____

Part 2: School Administration and Leadership

The purpose of this section is to gather more in-depth information on your background as a school administrator.

Part 2a: Continuing Education and Leadership Training

1) *(SQ 5)* I am presently a:
    - Continuing Education principal
    - Continuing Education vice principal
    - Continuing Education manager
    - Other (please specify): _____

2) *(SQ 6)* I have been in this position for:
    - _____ months (indicate number of months)

    or
    - _____ years (indicate number of years)
3) *(SQ 7)* Including my current position, I have worked in Continuing Education for this many years (specify number of years): _____
4) *(SQ 8)* Other Continuing Education positions that I have held over these years include (select all that apply):
    - Continuing Education principal
    - Continuing Education vice principal
    - Continuing Education manager
    - Other (please specify): _____
5) *(SQ 9)* I have completed the Principal's Qualification Program (select all that apply):
    - Part One
    - Part Two
    - None
    - Not applicable
    - Other: _____
6) *(SQ 10)* I have participated on the interview panel of approximately _____ (insert number here) teaching candidate interviews for secondary level (Gr. 9 to 12) International Languages credit courses.

Part 2b: Administrator Duties Related to International Languages (IL) Credit Courses

1) *(SQ 11)* I supervise **IL credit course** teachers (select all that apply):
    - On site, during class time
    - After class time at professional development or in-service training sessions
    - Individual meetings with teachers
    - Group meetings with teachers
    - Other: _____
2) *(SQ 12)* I supervise **secondary IL credit** course teachers:
    - Directly (please describe how): _____
    - Indirectly (please describe how): _____
    - Not applicable
3) *(SQ 13)* I share my administrator duties with the following colleague(s) (select all that apply):
    - Continuing Education principal
    - Continuing Education vice principal
    - Continuing Education manager
    - Curriculum coach
    - Other (please specify): _____
4) *(SQ 14)* I practice distributed leadership:

- Yes
- No
- Don't know
- Not applicable
- Comment: _____

5) *(SQ 15)* The duties I share include (select all that apply):
    - Classroom visits
    - Classroom observations
    - Teacher evaluations
    - Teacher in-service training
    - Guiding teachers with instructional strategies
    - Guiding teachers with implementing the curriculum
    - Other: _____
6) *(SQ 16)* I have guided an IL credit course teacher with implementing elements of ***Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*, 2010**:
    - Yes
    - No
    - I am planning to do so
    - Other: _____
7) *(SQ 17)* I have guided an IL credit course teacher with implementing the ***Classical and International Languages Curriculum Grade 9 to 12*, 2016**
    - Yes
    - No
    - I am planning to do so
    - Other: _____

Part 2c: Leadership and Vision for International Languages (IL) Credit Courses

Use the spaces provided below to complete the following phrases, including details of your own perspective and/or experiences.

- *(SQ 18)* My vision for the IL program(s) at my board is:
- *(SQ 19)* I see my role in implementing the IL credit course curriculum as:
- *(SQ 20)* The most significant influence I can have on IL teaching at Continuing Education is:

Part 3: Language Teaching Background

The purpose of this section is to gain an understanding of your teaching background with respect to teaching languages.

1) *(SQ 21)* The length of my teaching career is/was (number of years): _____
2) *(SQ 22)* I have taught students at the following levels (select all that apply):
    - Primary

- Intermediate
- Secondary
- Adult learners
- University courses
- Other: _____

3) *(SQ 23)* I have taught the following language class(es) (select all that apply):
   - English as a Second Language
   - French as a Second Language
   - An international language (please specify): _____
   - Other (specify): _____
4) *(SQ 24)* I am familiar with the following language teaching frameworks or organizations:
   - DELF / DALF (*Diplôme d'études en langue française/ Diplôme approfondi de langue française*)
   - CEFR (*Common European Framework of Reference for Languages*)
   - TESOL *(Teaching English to Speakers of Other Languages)*
   - CASLT (*Canadian Association of Second Language Teachers*)
   - OMLTA (*Ontario Modern Languages Teachers' Association*)

Part 4: Plurilingualism

The purpose of this section is to understand your experience of plurilingualism and your thoughts about it.

1) *(SQ 25)* I consider myself to be (please select one or more):
   - Monolingual
   - Bilingual
   - Multilingual
   - Plurilingual
   - Other:
2) *(SQ 26)* I have studied _____ (insert number) languages.
3) *(SQ 27)* In addition to language competencies, I also gained the following in my language class(es): _____.

Use the spaces provided below to respond to the following prompts, including details of your own perspective and/or experiences.

4) *(SQ 28)* Describe your opinion on the Ontario Ministry of Education's position that the "teaching and learning of any one language should be seen in conjunction with the overall objective of promoting plurilingualism and linguistic diversity"? (IL curriculum, 2016, p. 7)
5) *(SQ 29)* In your own words, you would describe the term "plurilingualism" in the following way(s) (feel free to include what you think plurilingualism *is* and *is not*) :
6) *(SQ 30)* Additional comments on plurilingualism as it applies to the IL context:

Appendix C - Interview Protocol

The following is the interview protocol used to conduct semi-structured interviews. Prior to the interview, participants were briefed on the nature of the study, and were invited to review and sign the consent form (Appendix F).

1) Please introduce yourself in terms of your role and experience as a Continuing Education administrator.
2) Do you feel that International Languages classes are an important part of the Ontario curriculum and of the student's education? Why or why not?
3) How do you see your role in IL curriculum implementation?
4) In your own words, describe your understanding of the concept of "plurilingualism".
5) Provide your observations, views or concerns about the use of plurilingual approaches and strategies in the classroom?

Possible prompts:
Have you seen plurilingualism in action?
How do you imagine it could be implemented (more) effectively? (Give concrete examples.)
What are some challenges you've observed or heard about?)

6) What role do you think plurilingualism can play in the IL classroom, if any?
7) I'm now going to shift to asking questions about you and the languages you know (which I will refer to as your "linguistic repertoire"). Tell me about your linguistic repertoire? (if you wish, you can describe using single words.)
8) I have some paper here – could you take a moment to make a sketch of a visual representation of plurilingualism?
9) Thinking of how you understand plurilingualism, might you be able to come up with a gesture (using both hands) to express your understanding? (*May I photograph/videotape you making this gesture as part of my data?)*

Appendix D - Focus Group Protocol

The following focus group protocol was provided to the participants at the outset of the discussion, after the participants were briefed on the nature of the study, and were invited to review and sign the consent form (Appendix F). As the group reviewed the questions, they also chose an artifact from the selection of objects and resources that were laid out on the table.

1) Please introduce yourselves and tell us about the object or artifact you've chosen, and how it represents your understanding of plurilingualism.
2) Have you seen plurilingualism in action? Think back to a learning or a teaching experience where language was at the center of a learning moment.
    a. Could you describe this moment?
    b. Would you consider this moment to be plurilingual? Why or why not?
    c. How does that moment relate to the understanding of plurilingualism that you described earlier?
3) Can you comment on the strengths and challenges that you foresee in implementing a plurilingual pedagogy in an IL secondary target language classroom?
4) How comfortable or confident do you feel about your understanding of plurilingual pedagogies and guiding IL teachers to apply them in IL secondary classes?

Appendix E - Journal Prompts and Topics

Entry	Administrators' perspectives on:
1	Methodology: General observations before data collection
2	Research in the IL context
3	IL professional and subject associations: resources and support
4	Administrators' own PD and their role in in-service training for IL-s teachers
5	Methodology: Data collection – participant recruitment problems
6	The 2016 curriculum document
7	Organizational structure of IL-s courses in Ontario
8	Inclusion of community resources in the 2019 IL-s curriculum
9	Research on HL and IL context and learners' needs
10	Teaching teen and adult learners: Research findings- HL retention beyond childhood
11	IL-s teachers' certification status
12	IL-s teachers' level of proficiency in the target language
13	IL students' CEFR and CEFR-equivalent certification: structure & quality
14	PL in IL – groupings of classes: language families, varieties and hierarchy
15	IL-s teachers' understanding and conceptualization of plurilingualism
16	Plurilingual education and multilevel classes
17	Curriculum development for multilingual contexts: Framework for integrated multilingual curricula
18	Plurilingualism through action-oriented tasks & TBLT
19	Intercultural awareness: superficial culture & authentic texts and tasks
20	Critical perspectives in/on language and literacy: Social representations, identity politics and inclusive education
21	Integrating Indigenous languages and culture in IL
22	Sharing resources, aligning practices on the secondary to post-s continuum
23	Conceptual framework: adding Gajo's three levels of context
24	Plurilingual and cross-linguistic pedagogies. Symposium on immersion.
25	Urgency of improving IL and promoting languages as 21st century skill. Conversation with Rowan
26	Pluralism in the curriculum. Round table discussion, Aga Khan IL curriculum
27	Overseeing pilot projects and research in IL classrooms: challenges (time)
28	Teaching teams, teacher collaboration; guidance counselors and day school principals
29	Thesis preliminary research presentation (CASLT/OMLTA conference)
30	Presentations on preliminary findings to administrators (ILEA, CESBA)

Appendix F - Consent Forms

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Consent Form - Interviews

Title of the study: Perspectives of Ontario School Board Administrators on Fostering Plurilingualism in Secondary Level International Languages Classrooms

Name of Researcher and Contact Information:
Ms. Alexandra Lesya Granger, M.A., Master's Student, Faculty of Education, University of Ottawa, Tel: (613) 000-0000, email: ---------- [10]
Supervisor and Contact Information: Dr. Stephanie Arnott, PhD, Faculty of Education, University of Ottawa. Tel: (613) 562-5800, ext.0000. Email: ----------

Invitation to Participate: I am invited to participate in a research project conducted by Ms. Alexandra Lesya Granger under the supervision Professor Stephanie Arnott as part of Ms. Granger's requirements for her M.A. in Education at the University of Ottawa.

Purpose of the Study: The purpose of the study is to examine how school board administrators working with International Languages (IL) secondary classes feel about implementing plurilingualism and plurilinguistic awareness in IL classes, Grades 9 to 12, and how administrators see their role in helping IL teachers implement the IL curriculum.

Participation: My participation will consist of taking part in a 30-minute interview about my experiences with plurilingualism and IL. This will take place at a time and location convenient to me. Ms. Granger will audio-record and transcribe to text my interview responses. During the interview I will be asked to express my interpretation of plurilingualism through a hand gesture. The photo of the gesture will not include any identifying features such as my face or jewelry. The photo may be presented at a conference or in a publication, but will be made available to me for review and permission immediately after it is taken during the 30-minute interview.

Assessment of risks: My participation in this study entails no foreseeable risks. However, if I experience any discomfort, Ms. Granger has assured me that she will make every effort to minimize discomfort. I may decide to stop the interview at any time. If I withdraw from the interview, my responses will not be included in the study.

Benefits: By providing me with the opportunity to articulate ideas relating to my work, the proposed study can contribute to my professional development, particularly if I wish to put into action IL teacher training and coaching. Understanding the contexts where plurilingualism and language learning converge allows researchers and practitioners "to better leverage students' home languages and literacies to strategically address issues of student identity, achievement and engagement" (Krasny & Sachar, 2017). The field of second language education as well as Ontario IL administrators, teachers, and students will benefit from the findings of this study.

Potential conflict of interest disclosure: Since Ms. Granger and I are colleagues working in the same field but at different institutions that collaborate, network and partner on IL initiatives but also that offer services that might sometimes be perceived to be potentially competing, there could exist a potential or perceived conflict of

[10] Personal and individual information has been removed in accordance with University of Ottawa Research (ROUR) thesis submission guidelines.

interest related to this research. I understand that the information I provide will have no bearing on Ms. Granger's financial, career or personal interests, nor on mine. Ms. Granger acknowledges that information provided by participants could be perceived by some to influence current or future ConEd dealings between parties, but to reduce the risk of such perceptions and to ensure that researcher bias is reduced or eliminated, she has put in place appropriate research design elements. Through an ongoing process of reflection in her researcher journal, and by debriefing and sharing her findings with research participants, Ms. Granger will continually reflecting upon her research practices, her professional obligations, and her personal relations and collaborative collegiality with research participants to ensure that all research is collected, analyzed, interpreted and presented at the highest standard of both academic and professional integrity.

Confidentiality, anonymity and privacy: I have received assurance from Ms. Granger that the information I share will remain strictly confidential. My identity will be safeguarded in the data analysis and publication (paper, conference proceedings, etc.) with the use of pseudonyms and altered identifying factors known only to Ms. Granger.

Confidentiality and conservation of data: The data will be used for the purpose of Ms. Granger's M.A. thesis requirements and may also be used as part of Ms. Granger's future publications and presentations. I have been assured that any print materials (transcripts, artifacts) and audio recordings will be kept in secure manner at the researcher's home in a locked filing cabinet and a password protected computer during the research period. Upon completion of the thesis, these materials will remain stored in a locked cabinet at Ms. Granger's home for a maximum of five years, after which all data will be destroyed. When data will be destroyed, paper copies and documents will be shredded and electronic data will be securely deleted.

Compensation: I will be reimbursed any parking lot fees incurred for the interview.

Voluntary Participation: I am under no obligation to participate and if I choose to participate, I can withdraw from the study at any time and/or refuse to answer any questions without suffering any negative consequences. If I withdraw from the interview, my responses will not be included in the study.

Acceptance: I, _____(print name), AGREE to participate in an interview for the research study described above that will be conducted by Ms. Alexandra Lesya Granger as part of her M.A. Education thesis project requirements at the Faculty of Education, University of Ottawa under the supervision of Professor Stephanie Arnott. _____ (Signature)

If I have any questions about the study, I may contact the Ms. Alexandra Lesya Granger or Professor Stephanie Arnott. If I have any questions regarding the ethical conduct of this study, I may contact the Office of Research Ethics and Integrity, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5 Tel.: [613) 562-5387 Email: ethics@uottawa.ca

There are two copies of the consent form, one of which is mine to keep.

CONSENT TO PARTICIPATE IN THE INTERVIEW:

Participant's name	Signature:	Date:
Researcher's name	Signature:	Date:

CONSENT FOR AUDIO-RECORDING OF THE INTERVIEW:

Participant's name	Signature:	Date:
Researcher's name	Signature:	Date:

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Consent Form – Focus Group

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Invitation to Participate: I am invited to participate in a research project conducted by Ms. Alexandra Lesya Granger under the supervision Professor Stephanie Arnott as part of Ms. Granger's requirements for her M.A. in Education at the University of Ottawa.

Purpose of the Study: The purpose of the study is to examine how school board administrators working with International Languages (IL) secondary classes feel about implementing plurilingualism and plurilinguistic awareness in IL classes, Grades 9 to 12, and how administrators see their role in helping IL teachers implement the IL curriculum.

Participation: My participation will consist of taking part in a 60-minute focus group session with three other participating IL school administrators, some of whom might be colleagues of mine from my school board or from other Ontario school boards. I agree to keep confidential the identity of the focus group participants and anything that was discussed in the focus group session. Ms. Granger will audio-record and transcribe to text the focus group discussion. I will be asked to bring an artifact (object, artwork, book, article) or choose from those provided at the focus group and explain how it relates to or represents my understanding of plurilingualism.

Assessment of risks: My participation in this study entails no foreseeable risks. However, if I experience any discomfort, Ms. Granger has assured me that she will make every effort to minimize discomfort. I may decide to leave the focus group at any time. If I withdraw from the focus group, Ms. Granger will retain the responses I provided up until the time I withdrew so that the integrity of the data collected during the discussion of the focus group remains intact.

Benefits: By providing me with the opportunity to articulate ideas relating to my work, the proposed study can contribute to my professional development, particularly if I wish to put into action IL teacher training and coaching. Understanding the contexts where plurilingualism and language learning converge allows researchers and practitioners "to better leverage students' home languages and literacies to strategically address issues of student identity, achievement and engagement" (Krasny & Sachar, 2017). The field of second language education as well as Ontario IL administrators, teachers, and students will benefit from the findings of this study.

Potential conflict of interest disclosure: Since Ms. Granger and I are colleagues working in the same field but at different institutions that collaborate, network and partner on IL initiatives but also that offer services that might sometimes be perceived to be potentially competing, there could exist a potential or perceived conflict of interest related to this research. I understand that the information I provide will have no bearing on Ms. Granger's financial, career or personal interests, nor on mine. Ms. Granger acknowledges that information provided by participants could be perceived by some to influence current or future ConEd dealings between parties, but to reduce the risk of such perceptions and to ensure that researcher bias is reduced or eliminated, she has put in place appropriate research design elements. Through an ongoing process of reflection in her researcher journal, and by

debriefing and sharing her findings with research participants, Ms. Granger will continually reflecting upon her research practices, her professional obligations, and her personal relations and collaborative collegiality with research participants to ensure that all research is collected, analyzed, interpreted and presented at the highest standard of both academic and professional integrity.

Confidentiality, anonymity and privacy: I have received assurance from Ms. Granger that the information I share will remain strictly confidential. My identity will be safeguarded in the data analysis and publication (paper, conference proceedings, etc.) with the use of pseudonyms and altered identifying factors known only to Ms. Granger.

Confidentiality and conservation of data: The data will be used for the purpose of Ms. Granger's M.A. thesis requirements and may also be used as part of Ms. Granger's future publications and presentations. I have been assured that any print materials (transcripts, artifacts) and audio recordings will be kept in secure manner at the researcher's home in a locked filing cabinet and a password protected computer during the research period. Upon completion of the thesis, these materials will remain stored in a locked cabinet at Ms. Granger's home for a maximum of five years, after which all data will be destroyed. When data will be destroyed, paper copies and documents will be shredded and electronic data will be securely deleted.

Compensation: I will be reimbursed any parking lot fees incurred for the focus group. Light refreshments will also be provided during the focus group. I have informed Ms. Granger of any food allergies or sensitivities I have.

Voluntary Participation: I am under no obligation to participate and if I choose to participate, I can withdraw from the study at any time and/or refuse to answer any questions without suffering any negative consequences. If I withdraw from the focus group, Ms. Granger will retain the responses I provided up until the time I withdrew so that the integrity of the data collected during the discussion of the focus group remains intact.

Acceptance: I, _____(print name), AGREE to participate in the focus group for the research study described above that will be conducted by Ms. Alexandra Lesya Granger as part of her M.A. Education thesis project requirements at the Faculty of Education, University of Ottawa under the supervision of Professor Stephanie Arnott. _____ (Signature)

If I have any questions about the study, I may contact the Ms. Alexandra Lesya Granger or Professor Stephanie Arnott. If I have any questions regarding the ethical conduct of this study, I may contact the Office of Research Ethics and Integrity, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5 Tel.: [613) 562-5387 Email: ethics@uottawa.ca

There are two copies of the consent form, one of which is mine to keep.

CONSENT TO PARTICIPATE IN THE FOCUS GROUP:

Participant's name	Signature:	Date:
Researcher's name	Signature:	Date:

CONSENT FOR AUDIO-RECORDING OF THE FOCUS GROUP:

Participant's name	Signature:	Date:
Researcher's name	Signature:	Date: