Teaching plurilingually:

Perspectives and practices of ESL peers in a francophone Canadian college

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ABSTRACT

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John Wayne N. dela Cruz

In recent years, Canada has been increasingly diversifying beyond its official English-French bilingualism (Statistics Canada, 2016). Such trend has led to proliferation of applied linguistics research on theories such as plurilingualism, which emphasizes the interrelated languages and cultures in the linguistic repertoire of second language (L2) learners, from which they can flexibly draw during L2 acquisition (Marshall & Moore, 2018). Yet, most mainstream L2 instruction remain monolingual: L2 learners' plurilingual practices in classrooms—such as mixing languages—are often seen as a problem rather than an asset, and are often discouraged (Cook, 2016; Cummins, 2007; Piccardo, 2017). Using a mixed methods approach, this study investigated ESL tutors' and tutees' ($N = 20$) self-perceived plurilingual and pluricultural competence (PPC) and linguistic identities, and examined their plurilingual practices during tutoring sessions in a francophone college in Montréal. Data from questionnaires, the PPC scale (Galante, under review), field observations, and semi-structured interviews were analyzed quantitatively and qualitatively. Three main results were found: (1) there was a significant positive relationship between low PPC scores and monolingual identity; (2) participants frequently engaged in plurilingual practices such as translanguaging, translations, and cross-linguistic analyses during tutoring sessions to facilitate L2 learning; and (3) participants engaged in plurilingual practices regardless of their PPC scores and linguistic identities. These findings have implications for how plurilingual peer-to-peer pedagogical interactions can inform mainstream L2 instruction and L2 classroom language policies.

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Chapter One

Canada boasts a growing linguistic and cultural diversity beyond its official French and English bilingualism. This diversity is reflected first among speakers of Indigenous languages: there are now more individuals who speak one as an additional language than as a mother tongue (Statistics Canada, 2016). Further, in the latest census, 19.4% of Canadians—a 17.5% growth from 2011—also reported speaking more than one language at home, and 7 out of 10 of whom speak a mother tongue other than English or French (Statistics Canada, 2016).

This linguistic and cultural reality is further reflected in Canadian language policies. Federally, the Canadian Multiculturalism Act (Canada, 1988) promotes second language (L2) education, and legislates the Government of Canada to not only "strengthen the status and use of French and English," but also to "preserve and enhance the use of languages other than English and French" (section 3, article i). Yet, the latter statement still receives little attention in L2 teaching, particularly in the field of English as a Second Language (ESL) education (Cook 2016; Guo, 2013); that is, many ESL educators and learners continue to reflect a monolingual posture (Piccardo, 2017). Specifically, many existing ESL curricula and programs still deliver L2 teaching and learning in a monolingual way: teachers and students often use the target language only (i.e., English), and students are discouraged from drawing on their existing linguistic repertoire and competences (Cummins, 2007; Piccardo, 2013). This monolingual pedagogy often model L2 learners after an idealized monolingual native speaker (NS), and may imply a deficiency among learners, which they can overcome by assimilating into the NS (Cook, 2016).

This idealization of an NS model, which has long been described and criticized in applied linguistics research (e.g., Cook, 1999), reflected the reality that I had experienced while working as an English Language Monitor at a francophone college in Montréal, Québec, also known as

Collège d'enseignement général et professionnel (CÉGEP). This position, which was part of a program by Heritage Canada and the Councils of Ministers of Education – Canada, aims to promote French-English bilingualism across the country by hiring English-speaking Canadians to work as teaching assistants for ESL classes in francophone provinces, and French-speaking Canadians to work as teaching assistants for French classes in anglophone provinces. However, from my pre-service training sessions to my ESL conversation classes, my supervisors repeatedly enforced one formal policy: as an English monitor, I should exclusively use English in my classroom. As a novice to the field of L2 teaching, I was not aware of the nuances and the implications of such classroom language policies, and over time, I began to wonder: Does this policy really allow for the most optimal way to teach and learn ESL? Do additional languages really have no place in an ESL classroom?

Previous and current research in applied linguistics offers some answers: findings show that speaking multiple languages has cognitive and affective benefits inside and outside the L2 classroom (e.g., Galante, 2018; Kroll, Gullifer & Rossi, 2013; Peal & Lambert, 1986). Further, both quantitative and qualitative research provides evidence for the positive impact of using L2 learners' first and additional languages during L2 acquisition, particularly for acquiring new vocabulary (e.g., Galante, in press; Makalela, 2015; Wilson & González Davies, 2017). Yet, many Canadian L2 instructors and students still find it challenging to overcome a "monolingual disposition" in the classroom (Piccardo, 2013, p. 609), as exemplified in my experiences as a novice English monitor. This gap between theory and practice calls for research that could further inform a multi/plurilingual shift in L2 teaching and learning—a shift that applied linguistics has been advocating in recent years (May, 2014), and a shift that modern-day L2 education deserves (Jaspers, 2018), particularly in linguistically diverse settings such as Canada.

Multi/Plurilingual Turn in Applied Linguistics

In recent years, applied linguistics research have been advocating for a shift from a monolingual to multi/plurilingual lens in L2 teaching (e.g., Block, 2003; Cook, 1999; Cummins, 2007; García & Otheguy, 2019; Kubota, 2016; Lin, 2006; Ortega, 2014; Pennycook, 2010). Motivated by increasing linguistic and cultural diversity around the globe, attention has been turned towards multilingual learners, and to their dynamic, hybrid, fluid, and transcultural linguistic repertoires (Kubota, 2016; May, 2014; Rymes, 2014). Bridging theory to pedagogy, terminologies conceptualizing these linguistic repertoires have proliferated, including: *polylingual languaging* or *polylanguaging* (Jørgensen, 2008); *translanguaging* (García, 2009); *metrolingualism* (Pennycook, 2010); *flexible bilingualism* (Creese et al., 2011); *code-meshing* (Canagarajah, 2011); *lingua franca multilingualism* (Makoni & Pennycook, 2012); and *plurilingualism* (Coste, Moore & Zarate, 1997; Council of Europe [CoE], 2001). Plurilingualism emphasizes the interconnectedness of L2 learners' languages and cultures within a composite linguistic repertoire, a resource from which they can fluidly draw as part of their plurilingual and pluricultural competence (PPC) when learning additional languages. I chose plurilingualism as the present study's theoretical framework as it corresponds to the linguistic and cultural context of the research site, Montréal, which is one of the most multilingual and multicultural metropolitan cities in Canada (Statistics Canada, 2016).

Despite the decades-long availability of plurilingualism, the shift from a monolingual to a plurilingual teaching paradigm still lags in applied linguistics (Piccardo 2013; 2017; Galante, 2018). In fact, Cook (1999; 2016) reports that not much has changed in practice since his first critique of monolingual teaching practices in L2 education over 20 years ago. Despite the increasing linguistic and cultural diversity in various countries such as Canada (Statistics Canada,

2016), research suggests that ESL instructional materials and syllabi still lack a plurilingual perspective (e.g., Cook, 2016; Ellis, 2016; Galante, in press; Piccardo, 2017;).

While there have been a number of studies on L2 learners' plurilingual practices in Canada (e.g., Galante, 2018; Marshall & Moore, 2013; Prasad, 2014; Stille & Cummins, 2013), little is known if, and how, such plurilingual practices could inform the ecological validity of existing ESL instructional materials and syllabi used with and for multilingual learners. Particularly, there is a dearth of research on the plurilingual practices of ESL tutors and tutees, whose peer-to-peer pedagogical interactions differ in dynamics from the typically studied teacher-student dyads.

Hence, to address this gap in plurilingual research, I carried out a study whose main objective is to examine how and why adult ESL learners engage in plurilingual practices during their peer-to-peer tutoring sessions. As will be discussed in Chapter 2, the study was guided by the following research questions: (1) Do ESL tutors and tutees' perceived PPC levels relate to their perceived linguistic identities? (2) In what ways, and for what reasons, do they draw from their linguistic repertoire to teach and learn English during their tutoring sessions? And finally, (3) Do their PPC levels and linguistic identities relate to their engagement in linguistic practices in their peer-to-peer interactions?

Following the guidelines for a manuscript-based MA thesis, Chapter 2 constitutes "a full submittable draft of a manuscript," which provides details about the literature review, methodology, results and discussion of these research questions. Consequently, parts of Chapter 1 may be repeated in an expanded or abbreviated form in the following chapter.

Chapter Two

Introduction

In recent years, Canada's linguistic and cultural landscape has been increasingly diversifying beyond its official English and French bilingualism. Between 2011 and 2016, the number of Canadians who speak more than one language at home grew from 1.9% to 19.4%, and 70% of whom reported a mother tongue other than English or French (Statistics Canada, 2016). Such trends have led to a proliferation of applied linguistics research on theories such as plurilingualism, which emphasizes the interrelationship between the languages and cultures in second language (L2) learners' linguistic repertoire (Coste, Moore & Zarate, 2009). In a plurilingual instruction, L2 learners are encouraged to flexibly draw from their composite linguistic repertoire to facilitate L2 acquisition (Marshall & Moore, 2018). This plurilingual shift aims to bridge theory to pedagogy, paying particular attention to translingual and transcultural L2 learners in today's L2 classrooms (May, 2014; Kubota, 2016; Rymes, 2014).

Yet, most mainstream L2 instruction remain monolingual: L2 learners' plurilingual practices in the classroom—such as mixing languages—are often seen as a problem rather than an asset, and are often discouraged (Cook, 1999; 2016; Cummins, 2007; Galante, 2018; Piccardo, 2017). In Canadian ESL education, many L2 instructors and students still find it challenging to overcome this "monolingual disposition" (Piccardo, 2013, p. 609) despite research evidence suggesting that learners' plurilingual classroom practices can benefit L2 acquisition (e.g., Galante, in press; Makalela, 2015; Wilson & González Davies, 2017). This is the case in many ESL classrooms in Canada (Galante, 2019; Piccardo, 2013), despite highly multilingual cities like Montréal (Statistics Canada, 2016). This L2-only approach to pedagogy ignores

learners' plurilingual realities outside of the classroom, potentially limiting their access to linguistic resources that could otherwise be readily available to support their L2 acquisition.

The present study aims to address this gap between plurilingual theory and practice in mainstream L2 teaching using a bottom-up approach to examine the links between learners' plurilingual competence, linguistic identity, and linguistic practices. As such, this paper reports the results of a mixed methods study that investigated ESL student tutor-tutee dyad's perceived plurilingual competence and linguistic identity, as well as their plurilingual practices during their peer-to-peer pedagogical interactions in a francophone college (also known as *Collège d'enseignement général et professionnel;* CÉGEP) in Montréal, Canada.

Background

Plurilingualism as theory and pedagogy

As a theoretical framework, plurilingualism highlights the interrelationship and interaction between L2 speakers' languages and cultures, focusing not only on the development of one language but also on building up a communicative competence in all languages and language varieties in the learners' repertoire (Cenoz & Gorter, 2013). While this repertoire might refer to a multilingual individual's interconnected languages, it also refers to a monolingual individual's known varieties and registers of the same language, such as its non-standard forms or stylistic/regional variants (Council of Europe [CoE], 2018). Thus, an individual can be plurilingual without being fluent in all of their languages or in any other language aside from their mother tongue (Piccardo, 2019).

As a pedagogical framework, plurilingualism puts forth that the L2 learner is the locus of language use (Coste et al., 2009). That is, L2 learners are social actors who possess the agency to draw from their composite linguistic repertoire as they see fit (Marshall & Moore, 2018; Moore

& Gajo, 2009), or to "call flexibly upon different parts of this competence to achieve effective communication with a particular interlocutor" (CoE, 2001, p. 4). This communicative competence refers to a partial and constantly developing *plurilingual and pluricultural competence (PPC)*, which is as dynamic as the learners' personal histories (Coste, 2001; Coste et al., 2009). Hence, the goal of a plurilingual pedagogy is two-fold: to exploit learners' full linguistic repertoire in the classroom (Taylor & Snoddon, 2013), and to heighten their awareness of their PPC, both of which leads "ultimately to an increased ability to learn languages" (Piccardo, 2019, p. 188). Examples of plurilingual pedagogies include: (1) *translation*, wherein learners directly translate target L2 English words into their L1 equivalent (e.g., Pujol-Ferran, Rodríguez & Morales, 2016); (2) *translanguaging*, wherein pedagogically mix or switch between their languages when making meaning about course content (Hornberger & Link, 2012); (3) *cross-linguistic analysis*, wherein they compare/contrast L2 forms with their L1 counterparts (Auger, 2005; 2008a; 2008b); (4) and *cross-cultural analysis*, where they compare/contrast L2 meanings with their L1 counterparts, paying particular attention to culturally-based differences or similarities (CoE, 2018).

There have been a number of studies on the affordances and challenges of plurilingual pedagogies. As will be discussed in the subsequent sections, these studies show that plurilingual instruction has positive effects on L2 learners' language gains, multiliteracies, PPC levels, plurilingual identities, cognitive and socio-affective skills, and overall learning experience. Results also indicate that there are challenges to plurilingual pedagogy's implementation.

Plurilingual instruction and L2 gains

Both quantitative and qualitative research have investigated the benefits of plurilingual instruction for L2 acquisition. Quantitative studies, which focus mostly on vocabulary and

writing, provide evidence for the positive impact of plurilingual instruction on L2 gains. Using pre-tests and post-tests, Makalela (2015) found statistically significant improvement in word recognition test scores by students who received plurilingual instruction (i.e., translanguaging) while learning L2 Sepedi (spoken in South Africa) when compared to students who received L2-only instruction, which suggests that a plurilingual pedagogy supports L2 lexical acquisition. Similarly, Galante (in press) found that students in a plurilingual treatment group who used pedagogical translanguaging while learning L2 English outscored their peers in the monolingual comparison group in a vocabulary test at the end of their course, which a t-test revealed as statistically significant; this finding further suggests that plurilingual instruction benefits L2 vocabulary learning. As well, Pujol-Ferran and colleagues (2016) found that the use of L2 to L1 vocabulary translation in a college Chemistry course resulted in better midterm/final exam scores and final course grades among students who received plurilingual instruction than those who did not, which shows that this type of instruction can benefit the L2 learners even outside their L2 courses. Further, Wilson and González Davies (2017) found that students who used pedagogical translation in their L2 English course significantly improved their writing scores when compared statistically to students who did not use pedagogical translation. This finding indicates that plurilingual pedagogy can also improve L2 writing.

Qualitative research involving multilingual children and adults also show that plurilingual strategies aid in L2 acquisition. Stille and Cummins' (2013) study reveals that teachers who explicitly encouraged their students to use their home languages when teaching new English words helped scaffold students' vocabulary acquisition more easily. Also, the study illustrates that students who wrote stories in their home language first and in English later were able to produce texts with longer and richer content than if they had written exclusively in English only.

Prasad's (2014) comparative case studies of English and French-speaking schools report similar results, wherein young multilingual students are shown to be already able to represent and use their own and recognize others' unique plurilingual repertoires in daily multi-modal English language literacy practices.

These qualitative findings extend to adult L2 learners. Marshall and Moore (2013) found that transnational first year academic literacy students were able to recognize and perform plurilingual practices, even in a traditionally monolingual educational context. Findings demonstrate how the students used a variety and combinations of languages other than English—such as translanguaging between English and their L1s—to enhance their formal or academic English writing and literacies. In other words, although the written products that students presented for final course evaluations were in standard English, participants would draw from their plurilingual repertoires during the writing process of high-risk English texts, such as to compare and contrast words or sentence structures across their known languages, including Mandarin, Cantonese, Korean, and Japanese.

Yet, existing literature has thus far only investigated the use of plurilingual pedagogies between teachers and students, or among individual students. There is a dearth of research on peer-to-peer dyads, whose existing plurilingual practices might be potentially ignored in L2 classrooms. Thus, the present study aims to investigate how and why such student dyads, which in this study are tutors and tutees, engage in plurilingual practices in pedagogical contexts.

PPC levels and plurilingual identities

Beyond L2 vocabulary and writing gains, a body of research on plurilingualism has also examined the self-perceived PPC and plurilingual identities of L2 learners. A mixed methods study (Galante, 2018) examining adult ESL learners' perceived PPC levels in Canada found that

students who received plurilingual instruction had significantly higher PPC levels after the study's treatment compared to learners who received monolingual instruction, indicating that a plurilingual pedagogy can raise students' plurilingual self-awareness. Moreover, results show enhanced levels of self-reported empathy and relatability among the treatment group participants, suggesting that plurilingual instruction can positively impact peer-to-peer classroom interactions.

Another study (Bono & Stratilaki, 2009) conducted in French-German universities shows that the more experienced L2 learners are, the more they are able to recognize and utilize the inherent plurilingual asset of their linguistic repertoire—its metacognitive and metalinguistic affordances. However, not all learners who speak three or more languages identified as plurilingual, which the study attributes to the disconnect in language use between the participants' formal educational and informal social contexts (e.g., family and friends). Specifically, the study suggests that positive attitudes towards plurilingual identities can prevail in school settings when L2 programs call for plurilingual practices that already exist in learners' social life outside of school. Similar findings were found in a case study (Oliveira & Ançã, 2009) investigating learners' perceptions of their plurilingual repertoires and identities. Results show that L2 students' perceptions of their plurilingual identities are positive when their L2 programs also recognize their plurilingual repertoires as valuable linguistic resources, indicating that students lack awareness of the full potential of their repertoires when monolingual policies in their L2 programs ignore some of their languages.

While past research shows that learners' perceived PPC can be measured, and that PPC levels and plurilingual identities can be positively influenced by plurilingual instruction, none have investigated how exactly these two factors relate to each other, and how they both relate to the plurilingual practices among learners during pedagogical peer-to-peer interactions. Thus,

especially since such plurilingual awareness has been suggested to increase their L2 learning abilities (Piccardo, 2019), the present study aims to examine the relationships between L2 peers' self-perceived PPC and self-reported linguistic identity, and how these two dimensions relate to their plurilingual practices in L2 learning contexts.

Teachers' and students' perceptions of plurilingual pedagogy

Despite the challenges that monolingual policies present in the implementation of plurilingual pedagogy, studies have shown that teachers and students can favour this mode of instruction. For example, Galante and colleagues (accepted) examined teachers' perceptions of plurilingual instruction. Findings show that ESL teachers are comfortable with delivering plurilingual instruction even if they identify as monolinguals. After delivering plurilingual tasks over four months, all seven teachers in the study reported that they prefer plurilingual instruction because it: (1) uniquely taps into L2 students' lived linguistic and cultural experiences; (2) enhances student engagement; and (3) helps teachers to confront their own monolingual and monocultural mindsets.

Similar results were found in two studies (Dault & Collins, 2016; 2017) involving adult immigrant learners of L2 French and their teachers in Montréal, Québec, where the present study is situated. French as a Second Language (FSL) teachers reported that they found the use of cross-linguistic analyses via *Comparons nos langues* (Auger, 2005; 2008a; 2008b) to have helped in scaffolding student comprehension of difficult concepts, in identifying sources of students' difficulty, and in stimulating student engagement. These beliefs were even shared by a teacher who previously thought that the L1 has no place in the L2 classroom (Dault & Collins 2017). Further, these positive perceptions of plurilingual instruction were shared by the FSL students: they reported preferring classroom activities with enthusiasm, and finding them helpful

for learning. However, students also believed that this type of instruction is mostly applicable for beginner learners, which interestingly was not consistent with field notes showing that plurilingual practices were also observed among intermediate learners. However, the FSL teachers expressed that plurilingual pedagogy is largely absent during their lesson preparation because it tends to occur extemporaneously (Dault & Collins, 2016), which points to a need for resources such as guides that can support systematic implementation of plurilingual instruction. Another aim of the present study is to investigate the understudied systematic and purposeful plurilingual practices of L2 student peers during their pedagogical interactions, which could potentially inform plurilingual pedagogies in the classroom.

The Present Study

As discussed, existing plurilingual research has shown various affordances of plurilingual pedagogy, as well as challenges during implementation. To address this gap between theory and practice, the study aims to investigate the plurilingual practices of ESL tutors and tutees during their peer-to-peer pedagogical interactions. The study asks three research questions (RQs):

1. Do ESL tutors and tutees' self-perceived PPC levels relate to their self-reported linguistic identities?

2. In what ways, and for what reasons, do ESL tutors and tutees draw from their linguistic repertoire in the tutoring centre?

3. How do ESL tutors and tutees' PPC levels and linguistic identities relate to their engagement in plurilingual practices during their peer-to-peer interactions?

First, since learners' plurilingual awareness can facilitate L2 learning (Piccardo, 2019), RQ1 aims to examine if the participants' PPC levels are related to their self-reported linguistic identity as monolingual, bilingual, or plurilingual, that is, if certain PPC levels would correspond

to specific linguistic identities. While no studies thus far have quantitatively investigated this relationship, existing qualitative research (e.g., Bono & Stratilaki, 2013; Oliveira & Ança, 2013) suggests that learners' awareness of their plurilingual identity is related to an awareness of plurilingual competence. Hence, since learners' perceived PPC can be measured (Galante, 2018), this study hypothesizes that there is a relationship between PPC levels and linguistic identities, particularly one in which higher PPC levels corresponds to identifying as plurilingual.

Next, RQ2 aims to investigate the kinds of plurilingual practices in which the tutors and tutees engage, focusing on four pre-determined types that have been identified in the literature: translation, translanguaging, cross-linguistic, and cross-cultural analyses. The practice of language separation, in which tutors and tutees kept English and their other languages "rigidly separate for instructional purposes" (i.e., during tutoring; Cummins, 2007, p. 229), was also investigated. RQ2 also aims to investigate whether the participants' engagement in the abovementioned practices are for pedagogical or non-pedagogical language use.

Lastly, RQ3 aims to examine how the participants' PPC levels and linguistic identities relate to their engagement in plurilingual practices during tutoring, that is, if certain PPC levels and linguistic identities would correspond to engaging (or not) in plurilingual practices.

Methods

Participants

The study recruited 11 adult ESL tutors and 9 adult ESL tutees ($N = 20$) between the ages of 18 and 56 ($M = 21.75$; $SD = 8.92$), who were all students in a francophone CÉGEP located in the greater Montréal area. Out of the 20 participants, 10 non-exclusive pairs were observed, which comprised of 7 tutors and 9 tutees. These pairs were pre-assigned by the tutoring centre's teacher-in-charge based on the students' availabilities. Hence, the same tutor could be working

with different tutees, or vice versa. Tutors 8, 9, 10, and 11, whose tutees did not consent to participate in the study, were excluded in the observations. Table 1 shows the pairs and their members, listed in the order that they were first observed.

Table 1

Observed Tutor-Tutee Pairs

Pair	Tutor	Tutee
1	Tutor 1	Tutee 1
2	Tutor 1	Tutee 2
3	Tutor 1	Tutee 3
4	Tutor 2	Tutee 4
5	Tutor 3	Tutee 4
6	Tutor 4	Tutee 5
7	Tutor 5	Tutee 6
8	Tutor 6	Tutee 7
9	Tutor 2	Tutee 8
10	Tutor 7	Tutee 9

The tutors were enrolled in a credited ESL course designed to train students to be ESL tutors, while the tutees were enrolled in the introductory college ESL course. None of the participants had been previously exposed or trained to use plurilingual strategies or tasks in their tutoring sessions. Most of the participants ($n = 16$) reported to speak French as their L1, and the others reported Spanish ($n = 3$) and Pulaar ($n = 1$) as their L1. English was the most reported L2 ($n = 18$) followed by French ($n = 2$), while German, Italian, and Japanese were reported as additional languages. Most of the participants were born in Québec ($n = 15$), while the others were permanent resident immigrants from Peru, Venezuela, Colombia, Ivory Coast, and Guinea.

Instruments

All materials for data collection were available in English and French, and were administered to both tutors and tutees. After given the choice to use either version of the instruments, 10 participants chose the English versions, and 10 chose the French versions.

Demographic questionnaire. The study used a demographic questionnaire (see Appendices A and B for the English and French versions, respectively) to gather data about the participants, including their name, age, education, country of birth, and known languages.

Plurilingual identity questionnaire. A plurilingual identity questionnaire (see Appendices C and D for the English and French versions, respectively) was used to ask the participants about their linguistic identification and the reason(s) for their choice. The questionnaire presented to the participants a choice, in checkboxes, to identify as monolingual, bilingual, or plurilingual, with accompanying definitions for each in correspondence to the study's theoretical framework. In addition, the questionnaire provided a space for participants to share the reasons for their choice of linguistic identity.

PPC scale. The Plurilingual and Pluricultural Competence (PPC) scale (Galante, under review; see Appendices E and F for the English and French versions, respectively) was administered to all participants. The scale is a valid instrument with 22-items on a 4-point Likert scale, which measures self- perceived PPC levels. Scores range from *1 = strongly disagree* to *4 = strongly agree.* Participants rate items such as "When talking to someone who knows the same language as I do, I feel comfortable switching between one language to another language."

Field observations. The study also used an observation grid (Appendix G) to record the type, frequency, and purpose of the linguistic practices in which the participants engaged during a total of 3 field observations conducted in the CÉGEP's language help centre. These practices included: (1) translation, (2) translanguaging, (3) cross-linguistic analysis, (4) cross-cultural analysis. The purposes were divided into pedagogical and non-pedagogical language use, and the latter is further divided into categories including explaining a concept, providing feedback,

asking/answering questions, and giving examples. The observation grid was used to record practices of participants, and to collect field notes during these observations.

Semi-structured interviews. Finally, individual semi-structured interviews of approximately 15 minutes were conducted with a representative sample of participants ($n = 6$; 3 tutors and 3 tutees) and were audio-recorded and transcribed by the researcher. An example of a question asked during the interview was: "If you were speaking with your tutor/tutee, would you speak in English only or French only, or both? Why?" (see Appendix H for interview guide).

Procedure

The study took place between October and November 2019. Once informed consent was collected from all the recruited participants, the study proceeded as shown below in Table 2.

Table 2

Research Procedure Timeline

Timeline	Data collection	Participants
Week 1 2nd week October	Demographic questionnaire PPC scale Plurilingual identity questionnaire	All 20 participants
Week 2 3rd week of October	Field observation 1	10 pairs
Week 4 1st week of November	Field observation 2	7 pairs
Week 5 3rd week of November	Field observation 3	6 pairs
Week 6 and 7 3rd and 4th week of November	Semi-structured interviews	3 tutors, 3 tutees

All steps of the study were conducted with all 20 participants, except for the observations and interviews. The tutors and tutees responded to the demographic questionnaire and the plurilingual identity questionnaire individually, while observations were done in pairs. However, three pairs out of 10 who were observed in the 1st week missed the 2nd week of observation, and

four pairs missed the 3rd week of observations, due to sickness and other personal reasons. See

Table 3 for the summary of each pair's presence during the field observations, indicated by √.

Table 3

Presence of Tutor-Tutee Pairs During Field Observations

Pair	Week 1	Week 2	Week 3
1	√	√	√
2	√	√	√
3	√	√	√
4	√	-	-
5	√	-	-
6	√	√	-
7	√	√	-
8	√	√	√
9	√	√	√
10	√	-	√

Finally, to further investigate the results from RQs 1 and 2, a representative sample was

selected for individual semi-structured interviews in order to examine inconsistencies in the

participants' responses to the PPC scale and the identity questionnaires, as well as their observed

linguistic practices. For example, a tutor or tutee was selected if their PPC level was high (i.e., =

or > 3), yet they identified as monolingual, and was observed to engage in plurilingual practices.

Data Analysis

Following a convergent mixed methods design (see Creswell & Plano Clark, 2018), the

collected data sets for answering each of the three RQs were analyzed independently from each

other using separate quantitative and qualitative analyses. Next, the analyzed data sets were

integrated and synthesized when interpreting the results, with particular attention to examining

where these results converge or diverge. By looking for convergences and divergences of

multiple sources and types of data, the study examined the extent to which self-perceptions and

expressions of the participants' PPC confirm, disconfirm, or complement each other—in what

ways and for what reasons. Data from the PPC scale were deductively analyzed, while data from

the plurilingual identity questionnaire, field notes, and interviews were inductively analyzed.

PPC scale. Participants' scores from the PPC scale were first coded and tabulated, and

then analyzed using descriptive statistics (e.g., means, medians, and standard deviations) using

IBM SPSS version 25. Statements negatively written in the PPC scale were reverse coded. The

highest possible PPC score is 4 and the lowest is 1. Following the first use of the PPC scale

(Galante, 2018), the study defined scores equal to or greater than 3 as higher PPC scores, while

scores below 3 was defined as lower PPC levels. To examine if the PPC scores relate to the

participants' reported linguistic identities, a non-parametric Kruskal-Wallis test was first

performed via SPSS 25 the median PPC scores of participants who identified as monolingual,

bilingual, and plurilingual. Next, a series of Mann-Whitney U tests were performed to check

which linguistic identity group had a significant relationship with its median PPC scores.

Plurilingual identity questionnaire. Responses to the plurilingual identity

questionnaire's check boxes were coded and tabulated and, along with the data stemmed from

the PPC scale, were used to perform non-parametric Kruskal-Wallis test and Mann-Whitney U

tests using SPSS. In addition, the responses to the questionnaire's short text portion, which asked

for reasons for the participants' linguistic self-identification, were coded and analyzed for

emergent themes (Saldaña, 2009) using QSR International NVivo version 11.4.3, employing a

thematic analysis that focused on the content of what was said (Norton & De Costa, 2018).

Field observations. Data from the observation grids (i.e., checkboxes) were used to

tabulate the observed linguistic practices—the types, frequencies, and purposes—which were

pre-determined from the existing literature. Using NVivo, additional field notes were in-vivo

coded and analyzed for emergent themes (Saldaña, 2009) using a performative analysis (Norton

& De Costa, 2018), which focused on to whom an utterance is directed and its purpose. For example, a field note describing a tutor who translanguaged between English or French to explain a specific vocabulary item was coded under the theme *Vocabulary*.

       Semi-structured interviews. Responses from the semi-structured interviews were also in-vivo coded and analyzed for emergent themes (Saldaña, 2009) via NVivo, employing a thematic analysis that focused on the content of what was said (Norton & De Costa, 2018). The data was Table 4 summarizes the design and the data analyses for each RQ. For example, an interviewee's response describing that they identified as plurilingual because they are competent in their L1 French, L2 English and L3 Spanish was coded under the theme *Competency level*.

Table 4

Research Design and Data Analysis

Research Questions	Hypothesis	Instruments	Data Type and Analysis
RQ1: Relationship between PPC levels and plurilingual identity	There is a relationship, one where tutors and tutees who scored higher (= or >3) in the PPC scale will perceive themselves as plurilingual, while those who scored lower (< 3) will not.	PPC scale	Quantitative
		Plurilingual identity questionnaire	Qualitative
		Interviews	Qualitative
RQ2: Kinds of and reasons for plurilingual practices	N/A	Field observations	Qualitative
		Interviews	Qualitative
RQ3: Relationship among PC levels, linguistic identity, and plurilingual practices	N/A	PPC scale	Quantitative
		Plurilingual identity questionnaire	Qualitative
		Field observations	Qualitative
		Interviews	Qualitative

Results

PPC Scale

Participants' (*N* = 20) mean PPC score was 3.35 (*SD* = 0.35); the highest score of 3.91

belonged to a tutor who identified as bilingual, and the lowest score of 2.77 belonged to a tutee

who identified as monolingual. Participants who identified as monolingual (*n* = 7) had the lowest

mean and median PPC scores at 2.94 (2.77; 3.22, *SD* = 0.18) and 2.86. Participants who

identified as bilingual (*n* = 8) had a mean score of 3.47 (2.95; 3.91, *SD* = 0.31) and a median of

3.59, and those who identified as plurilingual (*n* = 7) had a mean PPC score of 3.56 (3.14; 3.91,

SD = 0.22) and median of 3.53. Table 5 below summarizes results from the PPC scale.

Table 5

Summary of Results from PPC Scale

Participants	PPC Levels				
	M	*SD*	*Mdn*	*Min*	*Max*
Monolingual (*n* = 5)	2.94	0.18	2.86	2.77	3.22
Bilingual (*n* = 8)	3.47	0.31	3.59	2.95	3.91
Plurilingual (*n* = 7)	3.51	0.23	3.53	3.14	3.82
Total (*N* = 20)	3.35	0.35	3.43	2.77	3.91

As per RQ1, these results partially indicate a relationship between PPC scores and

linguistic identity, which appears to be strongest between a lower PPC score and a monolingual

identity. To test this relationship, results of the Kruskal-Wallis and the Mann-Whitney U tests for

difference in scores among and between linguistic identities are reported in the next subsection.

Plurilingual identity questionnaire

Out of the 20 participants, seven self-identified as plurilingual, while the other 13 self-

identified either as bilingual (*n* = 8) or monolingual (*n* = 5). Among the 11 tutors, seven

identified as plurilingual and four as bilingual. Among the nine tutees, four identified as bilingual

and five as monolingual. Interestingly, none of the tutees identified as plurilingual, and none of

the tutors identified as monolingual; these results suggest that tutors may have identified as bi or

plurilingual because of their competence in English since they were the ESL tutors helping the

ESL tutees. Results about reasons for this self-identification are further discussed below. See

Figure 1 for a visual summary of these results.

Figure 1

*Tutors' and Tutees' Linguistic Self-Identification*
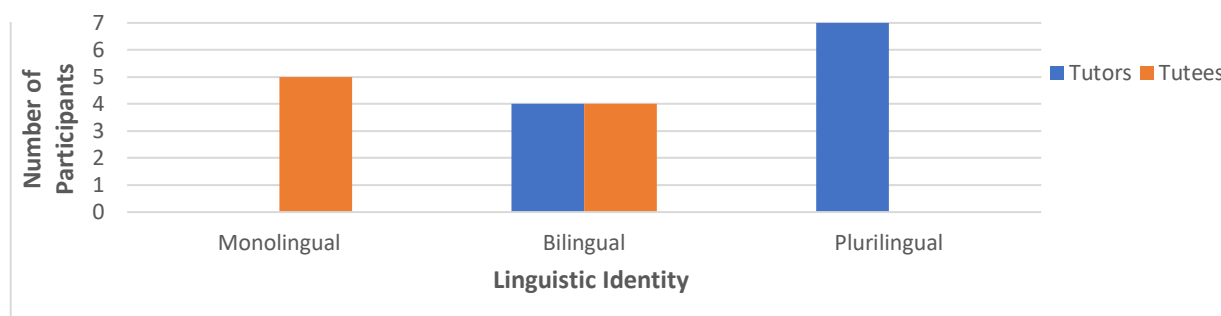
To examine if there were significant differences in PPC scores among these groups, a

Kruskal-Wallis test was conducted. Results show that there is a significant difference among

median PPC scores across linguistic identities (Mdn_{mono} = 2.86, Mdn_{bi} = 3.59, Mdn_{pluri} = 3.53):

$H(2) = 8.93$, $p = 0.012$, though it is unknown where this difference lies. To examine if there was

any difference between groups, a series of Mann-Whitney U tests were conducted. Results show

the median PPC score of monolinguals (Mdn = 2.86) was significantly different from the median

score of non-monolinguals (Mdn = 3.60): $U = 3.50$, $p = 0.001$. However, there are no statistically

significant differences between the median PPC score of participants who identified as bilingual

(Mdn = 3.59) and those who did not (Mdn = 3.27), $U = 63.00$, $p = 0.271$, nor between those who

identified as plurilingual (Mdn = 3.53) and those who did not (Mdn = 3.23), $U = 64.50$, $p =$

0.135. With regard to RQ1, these results suggest that there is a strong relationship between PPC

scores and linguistic identity, but only between lower scores and monolingual identity.

To further investigate the relationship (or lack thereof) between PPC levels and linguistic identities, as well as why no tutors identified as monolingual and no tutees identified as plurilingual, short text responses to the plurilingual identity questionnaire were inductively analyzed. Four major themes emerged from the analysis, which represent the participants' reasons for identifying as mono, bi, or plurilingual. That is, they associated their linguistic identities to their: (1) *competency levels* in their languages ($n = 12$); (2) *amount of language use*, which ($n = 9$); (3) *comfort levels* using their languages ($n = 5$); and (4) *language choice* over the languages in their repertoire, ($n = 3$). Figure 2 shows the number of times that each theme was coded in the data, sorted by participant groups.

Figure 2

Participants' Reasons for their Linguistic Identity
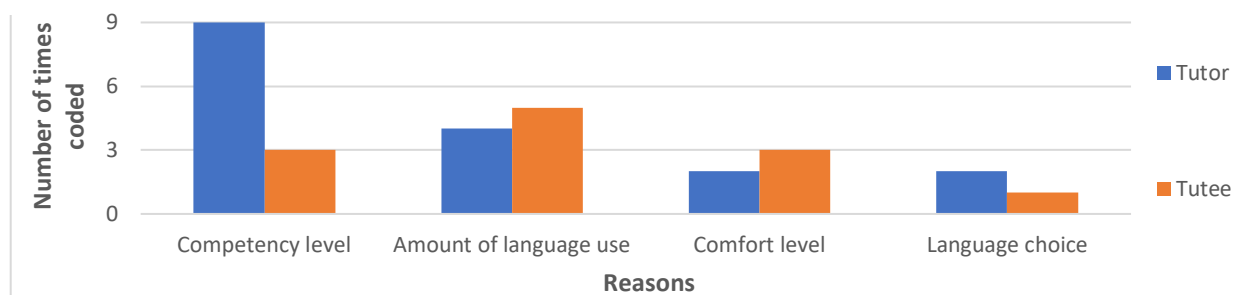
As for RQ1, these findings indicate that the link between PPC levels and linguistic identities may be influenced by other factors. Results suggest that participants link their linguistic identity principally to perceived competency levels in their languages, particularly among tutors, and not as much to personal language preferences (i.e., whether they prefer to speak French over English or another language). In particular, none of the tutors identified as monolingual primarily because they perceive themselves as competent in at least two languages in their repertoire. On the other hand, none of the tutees identified as plurilingual mainly because they mostly use French out of the other languages in their repertoire. For instance, tutor 8, who

reported knowing and using French, English, and Japanese, identified as monolingual because she uses her L1 French all the time, unless when required to speak English (i.e., at school).

Field observations

  Pre-determined categories. After 3 observation weeks, the following four pre-determined categories of plurilingual practices were observed: (1) *translation*, (2) *translanguaging*, (3) *cross-linguistic analysis* and (4) *cross-cultural analysis*. The participants were observed using mainly L2 English and L1 French, but also L1 or L3 Spanish. Translanguaging was the practice in which both tutors and tutees engaged the most ($n = 41$). This was followed by translation ($n = 39$), then by cross-linguistic analysis with ($n = 28$), and lastly by cross-cultural analysis ($n = 1$).

  The tutees and their tutors engaged in these 4 plurilingual practices during their tutoring sessions for 2 main pre-determined purposes: pedagogical and non-pedagogical language use. Pedagogically, these purposes can be one of the following pre-determined categories: (1) to *provide examples or feedback* (self-feedback in the case of tutees), (2) *explain a concept* (self-explain in the case of tutees), (3) *ask or* (4) *answer questions*, (5) *provide directions for tasks*, or (6) *self-check for comprehension*. In total, the tutors engaged more with pedagogical plurilingual practices ($n = 106$) than the tutees ($n = 62$). Among both tutors and tutees, asking ($n = 41$) and answering ($n = 40$) questions were the major reasons for engaging in plurilingual practices, as opposed to (self) explaining a concept, providing examples, providing (self) feedback, self-checking for comprehension, and providing directions, in that order.

  Non-pedagogically, the student dyads engaged in the above-mentioned linguistic practices ($n = 37$) either to talk about topics outside of the tutoring sessions (e.g., chatting about

personal lives) or to use language instrumentally such as issuing a command or expressing a request (e.g., a tutee asking a tutor for a pen).

With regard to RQ2, these findings suggest that the participants, especially tutors, regularly use their linguistic repertoires for a wide range of plurilingual practices during their tutoring sessions, which mainly serve a variety of pedagogical purposes such as providing examples and explaining a concept. With regard to RQ3, these results indicate that all the participants, regardless of PPC levels and linguistic identity, engage in pedagogical plurilingual practices. Table 6 summarizes the types, frequencies, and reasons of plurilingual practices engaged in by tutors and tutees during their tutoring sessions.

Table 6

Summary of Observed Plurilingual Practices

|	Speakers		Totals
	Tutors	Tutees	
Plurilingual Practices	56	53	119
Translation	19	20	39
Translanguaging	20	21	41
Cross-linguistic Analysis	16	12	28
Cross-cultural Analysis	1	0	1
Pedagogical Use	106	62	168
Providing examples	21	3	24
Providing (self) feedback	21	1	9
(Self) Explaining a concept	21	9	30
Asking a question	20	21	41
Answering a question	20	20	40
Providing directions	3	0	3
Self-checking for comprehension	0	6	6

Emergent themes. Results also revealed emergent themes that were not pre-determined in the observation grid. These themes pertain to specific L2 domains and skills for which the participants engaged in pedagogical plurilingual practices. That is, tutors and tutees interacted

plurilingually particularly when learning vocabulary and grammar, which were coded 12 and 8 times, respectively. Specifically, the pedagogical practices were used for scaffolding language skills as in: (1) *supporting comprehension* of course material (*n* = 23 times), such as when explaining the grammatical differences between simple and progressive tenses; (2) *supporting oral production* (*n* = 20), such as when filling in L2 lexical gaps using L1 equivalents to avoid communication breakdown; and (3) *exchanging metalinguistic explanations* (*n* = 18), such as when discussing how the present tense in French can mean either the simple or progressive present tense in L2 English depending on the context of the sentence.

In relation to RQ2, these results additionally illustrate that tutors and tutees engage in pedagogical plurilingual practices for various L2 learning goals, specifically for supporting the tutees' comprehension of course material. As for RQ3, these results reaffirm that participants engage in plurilingual practices for pedagogical reasons that are not necessarily related to their PPC levels nor linguistic identity. Figure 3 visualizes the number of times that each of these goals was coded in the data.

Figure 3

Language Skills and Domains Associated with Pedagogical Plurilingual Practices
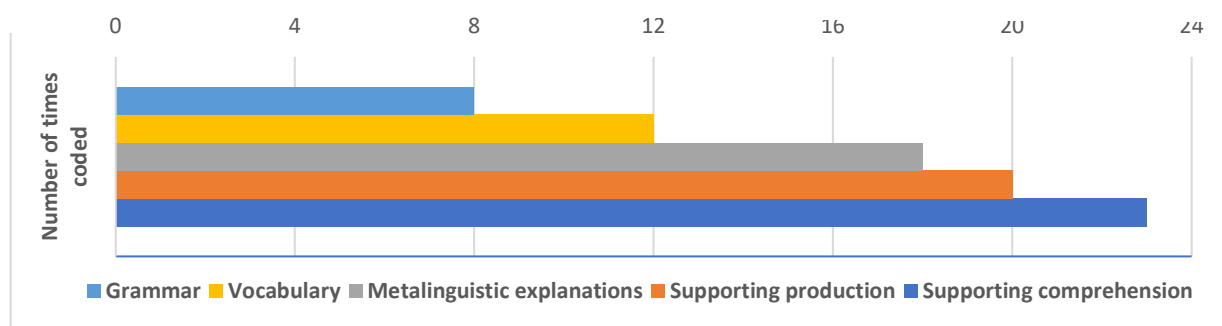
Semi-structured interviews

Reasons for linguistic identity. Similar themes emerged during the interviews when the participants were asked about the relationships between their self-perceived PPC levels and

linguistic identity, albeit with a different hierarchy in terms of the number of coded references. That is, regardless of their self-perceived PPC levels, interviewed tutors and tutees still associated their linguistic identities to their: (1) *competency levels* in their languages ($n = 6$); (2) *comfort levels* with using their languages ($n = 4$); (3) *amount of language use* ($n = 2$) (4) and *language preference* towards certain languages in their repertoire ($n = 2$).

The following excerpts exemplify the participants' responses during the interviews. Explaining why he identified as bilingual, tutor 4, who scored the highest in the PPC scale, attributed his linguistic identity to his perceived (1) language competencies:

> *I could speak English at a university level, French, same, but Spanish very, very street*
>
> *level. Right? Very limited street level. So no, I would not be plurilingual.*

Tutor 2 on the other hand added that being (2) comfortable with her languages also played a role in why she perceived herself as plurilingual, as she described below:

> *I see myself as [plurilingual] because I'm comfortable with speaking in English with*
>
> *someone, kind of, like there's always that little hesitation but it's fine. French, I mean*
>
> *that's my native language so that's fine also. Spanish, at one point, ok, in elementary*
>
> *school I was better in it than English. But then I lost it a bit because I mean I never speak*
>
> *Spanish; I don't have Spanish classes but still I can have a conversation with someone.*

In comparison, tutee 7 shared that she perceived herself to be monolingual because she uses mostly French over her English, emphasizing how linguistic identity is also attached to the (3) amount of language use:

> *I see me as more monolingual because I always just talk in French. I just never really*
>
> *had the opportunity to see that ok yeah, I can be a plurilingual.*

By contrast, tutee 1 focused on his (4) language choice, or lack thereof, expressing that he saw himself to be bilingual because he knows his L1 Spanish and his L2 French, while he speaks English out of necessity as a lingua franca. He first explained,

> *Personnellement, l'anglais c'est une langue qu'on a ensemble dans la planète, mais pour moi c'est mieux qu'on me reçoit en français parce que moi je suis plus doué dans la langue française. [Personally, English is a language that we have together in the planet, but for me it's better if people receive me in French because I am better in the French language].*

He later added the following to further highlight how language choice (or lack thereof) also influences his linguistic identity:

> *[Anglais] par contre, je suis obligé d'apprendre l'anglais, tu vois ? C'est une nécessité. [English, on the other hand, I am obligated to learn English, you see? It's a necessity].*

In relation to RQ1, these results converge with findings that emerged from the plurilingual identity questionnaire, further suggesting that the abovementioned factors also influence the relationship between PPC level and linguistic identity. Moreover, the interviewed tutors, none of whom identified as monolingual, still principally linked their plurilingual identity to perceived language competency levels. This finding is similar to the results from the plurilingual identity questionnaire. Contrarily, interviewed tutees, none of whom identified as plurilingual, mainly associated their linguistic identities to their perceived low competency levels in their L2 English; this result diverges from the plurilingual identity questionnaire's results, which pointed to a stronger link between tutees' linguistic identities and comfort level with their additional languages. Figure 4 shows the distribution of the four reasons across interviewees.

Figure 4

Interviewed Participants' Reasons for their Linguistic Identity
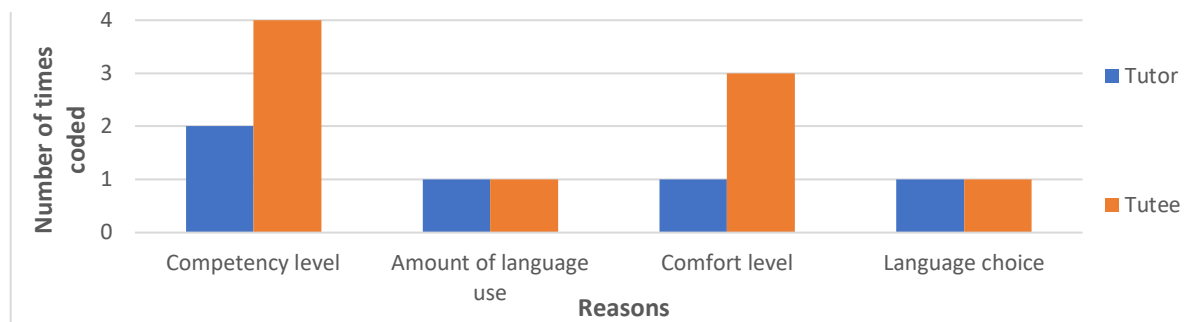
Reasons for plurilingual practices. When asked about the reasons for which they engaged in plurilingual practices during their tutoring sessions, participants' responses echoed the additional themes that emerged during the observations. Specifically, they brought up reasons such as using plurilingual strategies to *learn vocabulary and grammar*, as well as to (1) *support comprehension* of course material*, (2) *production, and* (3) *metalinguistic explanations*. For example, tutee 4 reasoned that plurilingual practices can help link his L1 French and L2 English lexicon via orthography, as he explained below:

> *They're all languages. They're gonna be similar [in] some ways. It's how you form connections in your brain, it's by making new logical connections to things you already know. Of course, I'm gonna try using English/French: when I see cucumber, it looks like un concombre!*

He later added that plurilingual practices can be compared to having subtitles, which support (1) comprehension of more complex meanings. He said,

> *Most of the time I find myself using French because sadly, it's hard for [my tutees] to understand more complex sentences so to get to the meaning sometimes I have to use French but I try most of the time to say it first in English and then say it in French. So for*

example I will say that's because it's a passive voice, parce que c'est une voix passive…
because yeah I want to practice English but there's no point if they don't understand. So,
it's kind of like subtitles. I subtitle myself.

On the other hand, tutor 9 emphasized that flexibly translanguaging using the languages in her repertoire support her overall oral (2) production when communicating her ideas:

Sometimes there are some things that I meant [and] they are not as clear in one language than another. Sometimes even in French I have blanks, and I don't know how to express it in French, so I'd rather speak in English and to be more clear than if I put it on the words but in my mother tongue.

Lastly, tutee 1's additionally reasoned that plurilingual practices are also pedagogically useful for providing (3) metalinguistic explanations. Talking about his use of a common L1 Spanish with his tutor, he said,

[Ma tutrice], sa langue maternelle c'est l'espagnol donc elle comprendre c'est quoi ma barrière pour apprendre la langue anglaise. Elle utilise un exemple dans l'espagnole [pour montrer] comment utiliser la phrase en anglais. Elle me forme une image en espagnol, pour mis-en-scène en espagnol pour pouvoir donner la réponse moi-même [en anglais]. [My tutor, her mother tongue is Spanish, so she understands what my barrier is to learning English. She uses an example in Spanish to show how to use a sentence in English. She forms an image in my head in Spanish, to visualize in Spanish, so I can give the answer myself in English].

In relation to RQ2, these results confirm the findings from the field observations, further indicating that tutors and tutees regularly interact plurilingually during their pedagogical sessions, most especially to facilitate comprehension of course material. As for RQ3, these

results also further suggest that both tutors and tutees engage in plurilingual practices to achieve the abovementioned goals, regardless of their PPC scores and linguistic identities. Figure 5 shows the number of times that each reason was coded in the data.

Figure 5

Interviewed Participants' Reasons for Engaging in Pedagogical Plurilingual Practices
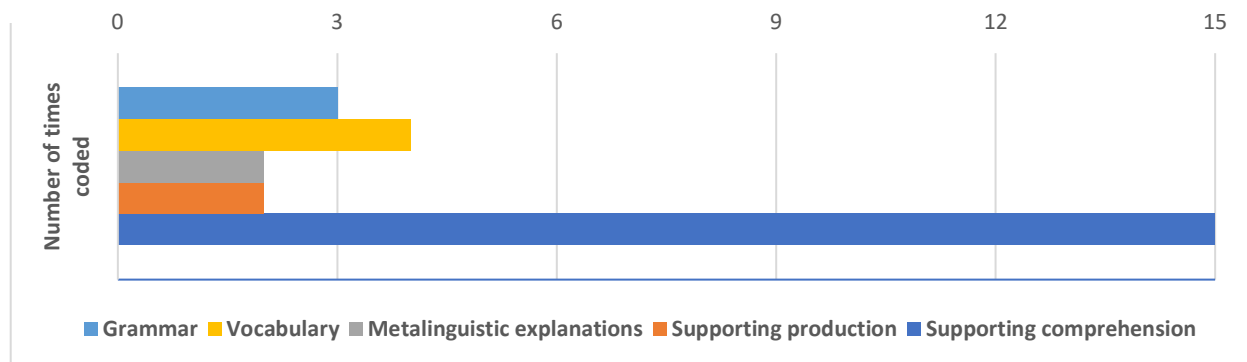
Finally, four additional reasons for engaging in plurilingual practices during peer-to-peer tutoring emerged uniquely from the participants' interview responses. Tutors and tutees agree that they also engage in plurilingual practices because they believe that (1) they generally *aid in learning an L2*, as reflected in the findings from this section as well as from the field observations. Some participants added that plurilingual practices also help them (2) *link and connect concepts* in their languages or across fields of knowledge. For example, tutor 5 shared that she relies on translanguaging between L1 French and L2 English to better process academic knowledge in her Biology course, which, despite being delivered in French, uses articles or videos in English. Likewise, tutee 6 believed that the more she masters one of her languages, the more she can easily learn new ones since they all become part of her general knowledge.

As well, both interviewed tutors and tutees agreed that (3) *plurilingual practices are natural* for them as L2 learners and multilingual speakers, and hence it can be readily useful. For instance, tutor 4 even described using his L3 Spanish with his non-Spanish-speaking tutee as a

reflex, while tutee 7 referred to her translanguaging into L2 English during French conversations as automatic. Lastly, participants also believed that pedagogical plurilingual practices (4) pave way for a *positive language learning experience*, which they thought is especially applicable for lower level L2 students. Tutors 4 and 5, for example, elaborated that they enjoyed learning L2 Spanish and L2 English, respectively as beginners since they were allowed to translanguage with their L1 French in the classroom. Tutee 1 further adds that despite his teacher's English-only policy, he and his classmates often translanguage with French to alleviate the difficulty of their English course, which he described as stressful. These results further confirm previous findings for RQ2 and RQ3, showing that a wide range of pedagogical reasons also motivate participants' plurilingual practices, regardless of PPC levels and linguistic identities. Figure 6 shows the number times that these additional reasons were coded in the data.

Figure 6

Additional Reasons for Engaging in Pedagogical Plurilingual Practices
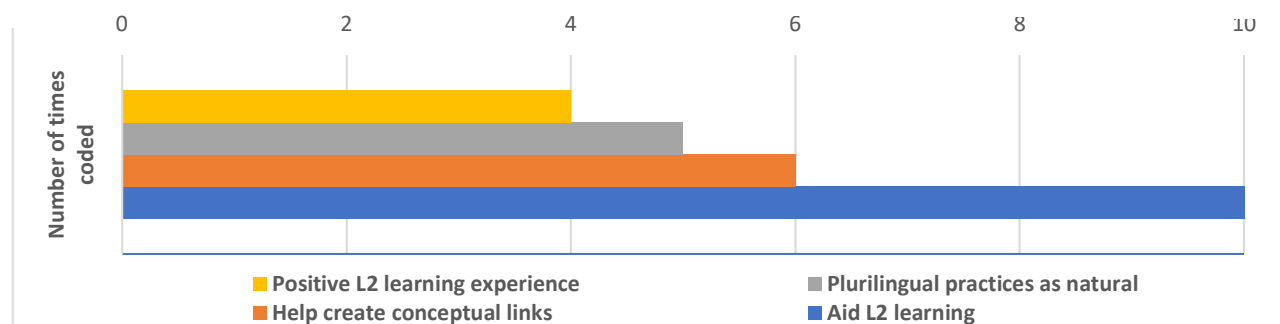
Discussion

This study examined the relationship between ESL tutors and tutees' perceived PPC levels and linguistic identities, as well as how and why they use their linguistic repertoire during their tutoring sessions in a francophone college. The study also investigated possible links between the participants' PPC, linguistic identity, and plurilingual practices. The results from various quantitative and qualitative analyses are discussed below in relation to the three RQs.

RQ1: Do PPC levels relate to linguistic identity? If yes, in what way?

Regarding the relationship between participants' self-perceived PPC levels and linguistic identity, it was anticipated that there would be a relationship between the two, one in which those who scored 3 or higher would identify as plurilingual, while those who scored lower than 3 would identify as mono/bilingual (i.e., not plurilingual). Results from this study reveal that there is a relationship between PPC scores and linguistic identity; however, this relationship is only statistically significant between lower PPC scores and monolingual identity. These quantitative results are novel in the plurilingual literature; however, they follow broader trends in qualitative plurilingual research, which shows that L2 learners' awareness of their plurilingual identity is linked to an awareness of the plurilingual asset (Bono & Stratilaki, 2009) or plurilingual potential (Oliveira & Ançã, 2009) of their linguistic repertoires.

Furthermore, results from the plurilingual identity questionnaire and the interviews converge, revealing that the relationship between PPC levels and plurilingual identities are more complex. Specifically, questionnaire and interview responses identified factors including participants' competency levels, comfort levels, amount of language use, and language preferences towards the languages in their repertoire, which were shown to have had an influence on why no tutor identified as monolingual and no tutee identified as plurilingual. These results are consistent with earlier literature that investigated the plurilingualism of students, which shows that more experienced learners (i.e., tutees) tend to have a better awareness of their plurilingual identity, but that having multiple languages does not necessarily mean having higher PPC awareness (Bono & Stratilaki, 2009), or that identifying as non-plurilingual does not necessarily mean having lower PPC awareness (i.e., lower PPC score; Galante, 2018; Galante et al., 2019). Also, lower levels of PPC scores among some participants in the study may be

attributed to the monolingual policies that permeate their educational and societal contexts, which might devalue some of the languages in their repertoire (Oliveira & Ança, 2009). For example, some tutors and tutees expressed beliefs that their low L2 competency prevent them from identifying as plurilingual, which echo mainstream L2 monolingual ideologies that mainly value L2 speakers if they exhibit native-like proficiency (Cook, 1999; 2016; Piccardo, 2013).

RQ 2: In what ways and for what reasons are linguistic repertoires used?

Results from field notes and interviews reveal that the participants used their linguistic repertoires during their peer-to-peer interactions specifically to engage in various plurilingual strategies, and mostly for pedagogical reasons. These findings confirm previous results; for example, similar to Dault and Collins' (2017) results, the tutors and tutees in this study agree that plurilingual pedagogical practices, such as translanguaging and cross-linguistic analysis, can be useful for comprehending target L2 meanings, especially among students at lower proficiency levels. Also, tutors and tutees' use of plurilingual strategies to acquire new English words and grammar, either in isolation or in textual/oral contexts, confirms existing evidence that plurilingual instruction helps improve certain aspects of L2 acquisition, such as vocabulary (Galante, in press; Makalela, 2015; Pujol-Ferran et al., 2016) and multimodal production (Prasad, 2014; Stille & Cummins, 2013; Wilson & González Davies, 2017). Further, participants believed that the usefulness of plurilingual practices in tutoring sessions extend to providing a positive learning experience for both tutor and tutees alike; this confirms earlier findings on the affordances of plurilingual instruction (Dault & Collins, 2017; Galante et al., accepted).

RQ3: How do PPC levels, linguistic identity, and linguistic practices relate to each other?

The study reveals that the participants' PPC levels and linguistic identities do not directly relate to their linguistic practices. Specifically, results from the field observations and interviews

converge, indicating that regardless of PPC levels and linguistic identity, all tutors and tutees, even those who had low PPC scores and identified as monolinguals, engaged in plurilingual practices for pedagogical reasons in their peer-to-peer interactions. This finding agrees with previous research showing that regardless of age or competency level, L2 learners are able to naturally and creatively draw from their repertoire and PPC to support L2 learning, especially when given the opportunity to do so (Bono & Stratilaki, 2009; Marshall & Moore, 2013; Prasad, 2014). Further, echoing Bono and Stratilaki's (2009) findings, the current study found that tutors, who are the more experienced learners in the dyad at hand, were able to recognize and rely on the pedagogical affordances of plurilingual strategies more than their tutees, as evinced by the observations and the interviews. Also, in agreement with student participants in Galante's (2018) study, tutors and tutees from this study recognized the metacognitive and socio-affective benefits of plurilingual strategies, which further motivates their use of such strategies at the CÉGEP.

Conclusion

The present study examined the relationships between the PPC and linguistic identities and practices of ESL tutors and tutees in a francophone CÉGEP. Results show that there is a relationship between the participants' PPC levels and linguistic identities, which is particularly strong between lower PPC scores and a monolingual identity; however, a variety of factors influence this relationship. Through analysis of data stemmed from questionnaires, the PPC scale, field notes and interviews, this study reveals that L2 learners' perceptions about the languages in their repertoire could impact whether or not they identify as plurilingual, even if they have high PPC scores. Further, regardless of PPC scores and linguistic identity, the study shows that L2 learners are capable of exercising their PPC and of purposefully drawing from their plurilingual and pluricultural repertoire in order to support L2 acquisition during their peer-

to-peer tutoring sessions. These results carry implications for bridging plurilingual theory to practice in ESL classrooms.

First, most mainstream ESL instruction in North America still draw from a monolingual pedagogy (Galante, 2019; Piccardo, 2017), ignoring the plurilingual competence and practices of multilingual ESL learners, including those described in the study's results. As such, existing ESL teaching materials and curricula can increase their ecological validity by incorporating a plurilingual dimension to their curriculum design, specifically by including plurilingual strategies that ESL learners already regularly engage in even within English-only learning environments. More importantly, this incorporation of learners' plurilingual strategies in classroom instruction can help them heighten their PPC and develop their plurilingual identity, which could then augment their abilities to learn the L2 (Piccardo, 2019). Second, the ESL tutors in this study were shown to engage often on plurilingual strategies for pedagogical purposes, although they were not trained to do so; they even believed that plurilingual strategies should be part of lower level ESL classes since it allows for a more positive learning experience for a beginner student. Hence, mainstream ESL pedagogies could re-evaluate the place of English-only policies in the classroom, especially for introductory and low-intermediate classes.

Admittedly, the study has limitations. First, while the study aimed to be inclusive in its data collection, instruments in English and in French were administered without distinction, and data in English and in French were analyzed together. The process could have influenced the qualitative results since data might have been lost, added, changed, or distorted during translation. In addition, the quantitative results could have been affected as well since the PPC scale has only been validated in English (Galante, 2018; under review). Second, the study had a small sample size, which experienced attrition over time (i.e., among observed tutor-tutee pairs).

The small sample could have affected the study's quantitative and qualitative findings, especially since the data were derived from a small sample, and mostly L1 French-speaking Canadians.

With that in mind, future mixed method studies utilizing the PPC scale can benefit from ethnographic and longitudinal designs, in order to better capture the relationship between self-perceived PPC and plurilingual identities, and the changes that occur within this relationship over time. Future research with larger samples can also quantitatively investigate links between plurilingual instruction and L2 gains, particularly in understudied domains such as syntax and phonology. Such research can help confirm the applicability of plurilingual theory within the multilingual reality of L2 classrooms, and further bridge theory to practice.

Chapter Three

This chapter presents a summary of the results and conclusions that were discussed in Chapter 2, paying particular attention to how the implications of these findings relate to a broader context. As well, the chapter outlines potential future directions in this area of study.

Summary of Findings

The present study examined the plurilingual and pluricultural competence (PPC), plurilingual identity, and plurilingual practices of ESL tutors and tutees in a francophone learning context. To achieve this goal, the study was guided by the following RQs: (1) How do the self-perceived PPC levels of ESL tutors and tutees relate to their self-perceived linguistic identity? (2) In what ways, and for what reasons, do ESL tutors and tutees use their linguistic repertoire in the tutoring centre? (3) How do the ESL tutors and tutees' self-perceived PPC levels and linguistic identity relate to the use of their linguistic repertoire in the tutoring centre?

For RQ1, the study found that there was a statistically significant relationship between PPC levels and linguistic identity, specifically between the PPC scores of participants who identified as monolingual. Also, the study found that this relationship between the participants' PPC levels and linguistic identities was complexly mediated by factors such as competency levels, comfort levels, amount of use, and language preferences, as they pertain to the languages in the participants' linguistic repertoires. In other words, these factors could have influenced why none of the tutors identified as monolingual and none of the tutees identified as plurilingual.

For RQ2, the findings revealed that the ESL tutors and tutees regularly used their linguistic repertoire during their peer-to-peer tutoring mostly for pedagogical reasons. Specifically, they drew from their repertoire to engage in plurilingual practices such as

translation, translanguaging, and cross-linguistic analysis when providing explanations, examples, or feedback, and when asking and answering L2 related questions.

For RQ3, results show that regardless of PPC levels and linguistic identity, the participants still engaged in plurilingual practices during their tutoring sessions. In sum, the findings suggest that L2 learners with a high perceived PPC level might not necessarily identify as being plurilingual, or vice versa, and that this does not prevent them from drawing from plurilingual strategies during L2 acquisition.

Contributions and Implications

This study contributes to applied linguistics scholarship as it addresses the paucity of research on plurilingualism, particularly in North America, which helps bridge the gap between plurilingual theory and practice. Specifically, this study is the first to investigate peer-to-peer interactions during tutoring sessions. Previous studies mostly examined student-teacher interactions in a formal instructional setting; therefore, the results of this study add important information about students' linguistic practices in other types of learning contexts, which can also be plurilingual. It is also the first study to quantitatively examine the relationship between learners' PPC levels and plurilingual identities. Further, since prior research on plurilingualism in Canada involved mostly international and immigrant ESL learners (e.g., Galante, 2018; Marshall & Moore, 2013; Prasad, 2014; Stille & Cummins, 2013), the current study extends the potential applicability of plurilingual theory and pedagogy also to non-immigrant populations, as is the case of the mostly francophone Canadian participants in this study. This contribution can have implications for how the plurilingual framework is used to investigate or teach multilingual learners in other transcultural and translingual settings not only in North America and Europe, but also in many parts of Asia, Africa, and South America.

In line with L2 teaching and learning, one important pedagogical implication of the results is the potential for systematically incorporating into the L2 classroom the various plurilingual practices observed empirically among the participants in this study. That is, a bottom-up approach to curriculum design and lesson planning can draw from the peer-to-peer pedagogical plurilingual interactions discussed in this study, which can inform the ecological validity of existing L2 instructional materials for classroom practice since this study shows that purposeful plurilingual practices regularly persist in L2 peer-to-peer interactions, even in contexts where target L2-only policies exist. Hence, by extension, the study's findings also have implications for L2 classroom policies. That is, plurilingual L2 policies can be considered in linguistically diverse settings like Canada, in order to better address the learning needs and utilize the linguistic competences of multilingual language learners.

Ultimately in the context of teacher development, the study's findings also have implications for teacher training and education in Québec, Canada, and elsewhere. Given the increasing linguistic and cultural diversity in around the world (May, 2014), training for pre-service and in-service teachers can help them be aware of and be prepared to draw from existing plurilingual pedagogies that might be applicable to their L2 classrooms, and more well suited to the needs and capabilities of their L2 students. Thus, existing L2 teacher education programs can look more towards preparing educators to develop and implement plurilingual tasks and syllabi.

Limitations and Future Directions

Despite this study's contributions and implications, it still has notable limitations. One such limitation is the administration and analyses of English and French instruments and data together. This mixing could have biased the results from the analyses of the French data, which were first translated into English, and then added to the English data for analyses in English. The

translation process may have lost, distorted, changed, or added information from the initial French data set. In addition, although the French version of the PPC scale used in this study was translated by certified translators, existing literature (Galante, 2018; under review) has only validated this instrument in English, and inter-rater reliability between language versions of the scale have not been fully tested. Another limitation is the study's small sample size, which, over time, even experienced attrition. Such a small sample size could have affected the results of the statistical and thematic analyses, due to under or over-representation of a particular participant profile. Of particular importance to the study is the over-representation L1 French-speaking Canadians in the study's sample.

In terms of design, future studies can benefit from using longitudinal and ethnographic approaches in addition to the PPC scale when investigating the relationship between PPC and plurilingual identity. This way, future research can comprehensively understand the development, enhancement, or even breakdown of L2 learners' self-perceived plurilingual competences and identities, as well as the factors that influenced such processes. Also, to further expand on this study's contribution, various types of participant populations could also be studied in the future—such as learners of an L2 other than English, L2 learners from a context where multiple regional dialects exist, heritage language learners, or even L3 language learners—to further understand how the plurilingual theory and a plurilingual pedagogy can be used with language learners that come from a wider range of linguistic, cultural, and socio-political backgrounds. Such studies can broaden the understanding of plurilingualism's often forgotten dimension, which pertains to regional or dialectal variations in the linguistic repertoire of second language learners.

Finally, future studies can also further investigate the effects of monolingual policies on L2 learners' plurilingual practices not only in their school contexts but in their larger social contexts. Such research can examine the extent to which social and classroom monolingual policies are potentially underutilizing L2 learners' existing plurilingual competences in the classroom. Since the goal of L2 education is to supposedly prepare L2 learners for L2 use and communication in the outside world, research on enhancing L2 teaching materials and programs should aim to bridge classroom L2 learning with real-world L2 use.

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Appendix A
Demographic Questionnaire

A) Your name/pseudonym: _____

B) Email: _____

C) Age: _____

D) Country where you were born: _____

Please circle your response to items F and G

E) Your highest educational level: (1) DEC in progress   (2) DEC/DEP completed
(3) undergraduate completed   (4) graduate level completed

F) What do you consider to be your first language? _____

G) What do you consider to be your second language? _____

H) Do you have languages other than the ones listed above in your linguistic repertoire?
Please indicate the language(s), amount of use, and the level of proficiency, even if it is very beginner level:

Language	Who do you use this language with? (friends, parents, visitors, colleagues, etc.)	Where do you use this language? (school, home, online, work, streets, community centres, etc.)	Which skills do you use in this language? Reading Speaking Writing Listening ALL of the above	How much do you use this language? (provide a weekly estimate in percent e.g., 20%)	What level of proficiency do you think you have in this language? A1 = Very beginner A2 = Elementary B1 = Intermediate B2 = Upper Intermediate C1 = Advanced C2 = Proficient

I) How long have you lived in Canada? _____ years

J) Which city do you currently live in? _____, QC

K) Have you ever lived in any other country besides Canada?   (1) Yes   (2) No

L) If you answered YES, please circle the option that applies to you:

(1) I lived in one other country   (2) I lived in 2 other countries   (3) I lived in 3 other countries
(4) I lived in 4 other countries   (5) I lived in 5 other countries
(6) I lived in more than 5 other countries

List all the countries you lived in:

_____

M) What is your status in Canada? (please circle):

(1) Canadian citizen
(2) Permanent resident
(3) International student (study visa)
(4) Refugee claimant
(5) Other: _____

Appendix B
Questionnaire démographique

Remarque : Le masculin est utilisé pour faciliter la lecture.

A) Nom/pseudonyme : _____

B) Courriel : _____

C) Âge : _____

D) Pays de naissance : _____

Veuillez encercler vos réponses aux questions F et G :

E) Scolarité :   (1) DEC en cours   (2) DEC/DEP   (3) 1er cycle   (4) 2e ou 3e cycle

F) Quelle langue considérez-vous comme votre langue maternelle?
_____

G) Quelle langue considérez-vous comme votre langue seconde?
_____

H) Votre répertoire linguistique compte-t-il d'autres langues que celles mentionnées plus haut? Le cas échéant, veuillez les indiquer ainsi que votre niveau de compétence, même si vous êtes débutant :

Langue	Avec qui utilisez-vous cette langue ? (amis, parents, visiteurs, collègues, etc.)	Où utilisez-vous cette langue ? (école, maison, en ligne, travail, rue, centre communautaire, etc.)	Quelles compétences utilisez-vous dans cette langue ? Lecture Parole Écriture Compréhension Toutes ces réponses	Dans quelle proportion utilisez-vous cette langue **chaque semaine** ? (donner un pourcentage approximatif)	Quel niveau de compétence pensez-vous posséder dans cette langue? A1 = Débutant A2 = Élémentaire B1 = Intermédiaire B2 = Intermédiaire supérieur C1 = Avancé C2 = Courant

I) Depuis combien de temps vivez-vous au Canada? _____ ans

J) Dans quelle ville habitez-vous actuellement? _____, QC

K) Avez-vous déjà vécu dans un autre pays que le Canada? (1) Oui   (2) Non

L) Le cas échéant, veuillez encercler la réponse qui s'applique à vous :

(1) J'ai vécu dans un autre pays   (2) J'ai vécu dans deux autres pays
(3) J'ai vécu dans trois autres pays   (4) J'ai vécu dans quatre autres pays
(5) J'ai vécu dans cinq autres pays   (6) J'ai vécu dans plus de cinq autres pays

Énumérez les pays où vous avez vécu :

_____

M) Quel est votre statut au Canada (veuillez encercler votre réponse)?

(1) Citoyen canadien
(2) Résident permanent
(3) Étudiant étranger (visa d'étudiant)
(4) Demandeur du statut de réfugié
(5) Autre : _____

Appendix C
Plurilingual Identity Questionnaire

I identify as (*please put a check mark in the box that best corresponds to you*):

☐ **monolingual**: I know only one language, and I speak it all the time and in all contexts.

☐ **bilingual**: I know two languages, and speak them both comfortably.

☐ **plurilingual**: I know two or more languages, but I do not necessarily speak them at the same proficiency level or at the same amount, for example I am better at/use mostly one language than the other. I know variations in the same language, for example, the way a language is used in different regions of the country or in other countries.

☐ **none of the above/other**: _____

Please provide your reason(s) for your answer above:

Appendix D
Questionnaire d'identité plurilingue

Je m'identifie (*cocher la case qui correspond à votre réponse*):

☐ **monolingue :** Je connais et utiliser une langue seulement en tout temps.

☐ **bilingue :** Je connais deux langues et je suis confortable de les utiliser.

☐ **plurilingue**: Je connais deux langues ou plus, mais je ne possède pas nécessairement le
même niveau de compétence dans chacune; par exemple, je peux parler une langue plus
couramment qu'une autre. Je connais également des variations d'une même langue; par
exemple, la façon dont on utilise une langue dans différentes régions d'un pays ou dans
d'autres pays.

☐ **aucune de ces réponses/autre** : _____

Fournir vos raisons pour votre réponse ci-dessous:

Appendix E
Plurilingual and Pluricultural Competence Scale

Please circle the number that represents to what extent you disagree or agree with the following statements.

1 **Strongly disagree**	**2** **Somewhat disagree**	**3** **Somewhat agree**	**4** **Strongly agree**

1.	When talking to someone who knows the same languages as I do, I feel comfortable switching between one language to another language	1	2	3	4
2.	I **do not** accept different cultural values when talking to people from other cultural backgrounds	1	2	3	4
3.	When speaking in one language, I may use words of another language in the same sentence to make it easier to communicate	1	2	3	4
4.	I **never** make adjustments in my communication style if the person I am talking to comes from a different cultural background	1	2	3	4
5.	I can use the knowledge I have in one language to understand the same topic in another language	1	2	3	4
6.	When communicating with people from different cultural backgrounds, I make adjustments in my communication style (if necessary) when talking to them	1	2	3	4
7.	I speak at least two languages, but I can also understand some words and expressions in other languages	1	2	3	4
8.	I can identify common behaviours from my cultural background and explain them to someone from another cultural background	1	2	3	4
9.	When talking to someone who knows the same languages as I do, we should communicate in one language only	1	2	3	4
10.	People from other cultural backgrounds should behave like me so we can understand each other	1	2	3	4
11.	When talking to someone who knows the same languages as I do, I **do not** feel comfortable mixing two (or more) languages in conversation	1	2	3	4
12.	I understand there are differences between cultures and that what can be considered 'strange' to one person may be considered 'normal' to another	1	2	3	4
13.	I **do not** feel comfortable discussing differences in cultural values when talking to people from different cultural backgrounds	1	2	3	4
14.	When speaking in one language, I may use a word or expression in another language to better explain a concept or idea	1	2	3	4
15.	Because I am aware of different cultures, it's easy for me to accept different values and behaviours from people who come from other cultural backgrounds	1	2	3	4
16.	When learning about a new topic, I **never** use more than one language	1	2	3	4
17.	I must have similar values and beliefs as a person from another cultural background so we can understand each other	1	2	3	4
18.	Because I speak two languages (or more), I can learn a new language more easily	1	2	3	4
19.	When communicating with people from other cultural backgrounds, I **do not** try to explain if they misunderstand what I mean	1	2	3	4
20.	I can recognize some languages if they are similar to the languages that I know	1	2	3	4
21.	If I am talking to someone who can speak the same languages as I do, we should both speak in one language only and not mix languages	1	2	3	4
22.	I know there are differences in behaviours between cultures so I don't mind adjusting my behaviours to avoid misinterpretations	1	2	3	4

Appendix F
Echelles de la competence plurilingue et pluriculturelle

Veuillez encercler le chiffre qui indique à quel point vous êtes en accord ou en désaccord avec les énoncés suivants. *Remarque : Le masculin est utilisé pour faciliter la lecture.*

1 Pas du tout d'accord	2 Plutôt en désaccord	3 Plutôt d'accord	4 Tout à fait d'accord

1.	Lorsque je parle à une personne qui connaît les mêmes langues que moi, je me sens à l'aise de passer d'une langue à une autre.	1	2	3	4
2.	Je ne tolère **pas** les valeurs culturelles différentes lorsque je parle à une personne issue d'une autre culture.	1	2	3	4
3.	Lorsque je parle une langue, il m'arrive d'utiliser des mots d'une autre langue dans la même phrase pour communiquer plus facilement.	1	2	3	4
4.	Je n'adapte **jamais** mon style de communication si la personne à qui je parle est issue d'une autre culture.	1	2	3	4
5.	Je peux utiliser les connaissances que je possède dans une langue pour comprendre le même sujet dans une autre langue.	1	2	3	4
6.	Lorsque je parle avec une personne issue d'une autre culture, j'adapte mon style de communication (si nécessaire).	1	2	3	4
7.	Je parle au moins deux langues, mais je peux aussi comprendre certains mots et expressions dans d'autres langues.	1	2	3	4
8.	Je peux déterminer des comportements courants dans ma culture et les expliquer à une personne issue d'une autre culture.	1	2	3	4
9.	Lorsque je parle à une personne qui connaît les mêmes langues que moi, nous devrions communiquer dans une seule langue.	1	2	3	4
10.	Les personnes issues d'autres cultures devraient se comporter comme moi pour que nous puissions nous comprendre.	1	2	3	4
11.	Lorsque je parle à une personne qui connaît les mêmes langues que moi, je ne me sens **pas** à l'aise de mélanger deux langues (ou plus) dans la conversation.	1	2	3	4
12.	Je comprends qu'il existe des différences entre les cultures et que ce qui peut sembler « étrange » à une personne peut être considéré comme « normal » par une autre.	1	2	3	4
13.	Je ne me sens **pas** à l'aise de discuter des différences de valeurs culturelles lorsque je parle à une personne issue d'une autre culture.	1	2	3	4
14.	Lorsque je parle une langue, il m'arrive d'utiliser un mot ou une expression d'une autre langue pour mieux expliquer un concept ou une idée.	1	2	3	4
15.	Comme je suis conscient des différences culturelles, je tolère facilement les valeurs et les comportements différents des personnes issues d'autres cultures.	1	2	3	4
16.	Lorsque je m'informe sur un nouveau sujet, je n'utilise **jamais** plus d'une langue.	1	2	3	4
17.	Je dois avoir les mêmes valeurs et croyances qu'une personne issue d'une autre culture pour que nous puissions nous comprendre.	1	2	3	4
18.	Comme je parle deux langues (ou plus), je peux apprendre une nouvelle langue plus facilement.	1	2	3	4
19.	Lorsque je parle avec une personne issue d'une autre culture, je n'essaie **pas** de m'expliquer si elle ne comprend pas ce que je veux dire.	1	2	3	4
20.	Je peux reconnaître certaines langues si elles ressemblent à celles que je connais.	1	2	3	4
21.	Lorsque je parle à une personne qui connaît les mêmes langues que moi, nous devrions tous deux parler une seule langue et ne pas mélanger les langues.	1	2	3	4
22.	Je sais qu'il existe des différences de comportement entre les cultures; je me sens donc à l'aise d'adapter mon comportement pour éviter toute confusion.	1	2	3	4

Appendix G
Field Observation Guide

Pair: _____   Observation #_____   Date: _____

Tutor

Type of plurilingual practices engaged with	Purpose	
	Pedagogical	Spontaneous
☐ translanguaging ☐ translation ☐ cross-linguistic analysis ☐ cross-cultural analysis ☐ language separation ☐ other:	☐ to give examples ☐ to provide feedback ☐ to explain a concept ☐ to ask a question ☐ to answer a question ☐ other:	☐ to talk about topics not related to/outside of the tutoring lesson ☐ other instrumental use of language e.g., to give a command or request
Languages used:		
Notes:		

Tutee

Type of plurilingual practices engaged with	Purpose	
	Pedagogical	Spontaneous
☐ translanguaging ☐ translation ☐ cross-linguistic analysis ☐ cross-cultural analysis ☐ language separation ☐ other:	☐ to give examples ☐ to provide feedback ☐ to explain a concept ☐ to ask a question ☐ to answer a question ☐ other:	☐ to talk about topics not related to/outside of the tutoring lesson ☐ other instrumental use of language e.g., to give a command or request
Languages used:		
Notes:		

Appendix H
Semi-structured Interview Guide

(English)

1. For tutors: If you are speaking with your tutee, would you use only English, only French, another language, or a mix of languages? Why?

2. For tutee: If you are speaking with your tutor, would you use only English, only French, another language, or a mix of languages? Why?

3. You scored high in the PPC scale, meaning you perceive yourself as having a high plurilingual and pluricultural competence when using your multiple languages. But you did not self-identify as plurilingual. Would you please elaborate on this contradiction?

4. You scored low in your PPC, meaning you perceive yourself as having a low plurilingual and pluricultural competence when using your multiple languages. But in my field notes I noted down that you tend to engage a lot in plurilingual practices such as switching between languages. Would you agree with my observation? (If yes) Are there any particular reasons why you don't see yourself as having high plurilingual competence?

5. How do you feel about using only English during your English classes and/or tutoring sessions?

    a. What do you think about switching between languages when learning a new language? For example, switching between English or French during your English tutoring sessions, or using other languages when you're doing an English course assignment/project?

6. How would you describe being allowed to use your languages other than English during your English classes?

    a. Follow-up: for example, for discussing with groupmates, taking down notes, or when completing course assignments/projects?

7. How would you describe the amount of control that you have over what languages you can use during your English classes/tutoring sessions?

8. You reported that you speak X/Y/Z in addition to English/French in different places/contexts. Do you also use these languages here at school? Why or why not?

9. You reported using languages other than English/French for about X% of the time weekly, but you also indicated here that you identify as monolingual. Could you elaborate on this contradiction a bit more?

10. Is it important for you to be able to use your other languages apart from English/French when you're in the *Cégep*, especially while learning a new language?

11. Do you think it's helpful for English courses if students use any of the languages in their repertoire in the classroom or when doing course assignments/projects at home?

<div align="center">(French)</div>

1. Pour des tuteurs : Si vous parlez avec votre étudiant(e), utiliserez-vous seulement l'anglais, seulement le français, une autre langue, ou un mélange des langues? Pourquoi ?

2. Pour des étudiants : Si vous parlez avec votre tuteur/tutrice, utiliserez-vous seulement le français, seulement l'anglais, une autre langue, ou un mélange des langues ? Pourquoi ?

3. Le résultat de vos réponses à l'échelle des CPP montre que vous vous percevez d'avoir des bonnes compétences plurilinguistiques et pluriculturelles mais vous ne vous identifiez pas comme plurilingue. Pouvez-vous donner plus de détails sur cette contradiction ?

4. Le résultat de vos réponses à l'échelle des CPP montre que vous ne vous percevez pas d'avoir des bonnes compétences plurilinguistiques et pluriculturelles. Par contre, j'ai

marqué dans mes notes d'observation que vous avez la tendance d'engager dans des pratiques plurilinguistiques tel que de passer entre l'anglais et le français. Êtes-vous d'accord? (Si oui). Est-ce qu'il y a des raisons pourquoi vous ne vous percevez pas d'avoir des bonnes compétences plurilinguistiques ?

5. À votre avis, est-ce qu'on doit utiliser seulement l'anglais dans les cours d'anglais ou dans les sessions de tutorat ?

   a. Que pensez-vous de passer entrer les langues différentes quand on apprend une deuxième/nouvelle langue ? Par exemple, passant entre l'anglais ou le français pendant un tutorat en anglais, ou utilisant vos d'autre langues quand vous faites des devoirs/projets pour votre cours d'anglais?

6. Comment décrivez-vous étant permit d'utiliser vos d'autres langues à part d'anglais dans vos classes d'anglais ?

   a. Suivi : par exemple, en discutant avec vos camarades de classe, prenant des notes, ou faisant des devoirs/projets?

   b. Pourriez-vous décrire le control que vous avez sur l'utilisation des langues que vous pouvez parler dans vos classes d'anglais/sessions de tutorat?

7. Comme décrivez-vous le contrôle que vous avez à propos des langues que vous pouvez utiliser pendant vos cours d'anglais/séances de tutorat ?

8. Vous avez indiqué que vous parlez X/Y/Z en plus de l'anglais/du français dans les contextes différents. Utilisez-les-vous aussi ici à l'école? Pourquoi (pas) ?

9. Vous avez indiqué que vous utilisez les langues à part de l'anglais/le français environ X% du temps chaque semaine mais vous avez également indiqué que vous vous considérez comme monolingue. Pourriez-vous en élaborer un peu plus?

10. Est-ce que c'est important pour vous d'être capable d'utiliser ici au cégep vos autres langues à part de l'anglais/du français, surtout en apprenant une nouvelle langue?

11. Pensez-vous que c'est outil dans les cours d'anglais si les étudiants d'utiliser n'importe quelle langue dans leur répertoire linguistique dans la salle de classe ou quand ils fonts des devoirs chez eux?