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Democratizing Knowledge in Plurilingual Education

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Abstract

This article reports efforts to mobilize and democratize research-informed knowledge and resources for plurilingual education through the Plurilingual Lab, a research laboratory based in Canada. Situated in the highly multilingual city of Montreal, Quebec, the Lab showcases findings from research on plurilingual education and fosters collaborative knowledge mobilization among researchers and educators. Grounded in principles of equity, diversity, inclusion, and decoloniality (EDID), the Plurilingual Lab's initiatives seek to advance and inform both plurilingual research and pedagogical practices. Moreover, by making resources openly accessible, the Lab helps democratize knowledge production and dissemination, extending its reach to communities that might otherwise lack access to such scholarship. This article concludes by calling scholars across applied linguistics to undertake similar initiatives, advancing efforts to positively impact social change and promote greater equity for linguistically marginalized communities, thereby contributing to a more just and inclusive linguistic landscape—and ultimately giving all languages the attention they deserve.

Keywords: *Plurilingual education, plurilingual research, EDID, plurilingualism, multilingualism*

Introduction

Scholarly interest in plurilingualism has expanded considerably over the past decades, underscoring its growing relevance in contemporary language education and consolidating its position as a robust, well-established field of inquiry (Fäcke et al., 2024; Piccardo et al., 2021). Plurilingualism has long been championed by the Council of Europe—a leading human rights organization—through its language policy frameworks, most notably the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001, 2020). For nearly thirty years, the

CEFR has offered pedagogical and assessment guidelines that attend to social justice issues affecting speakers of more than one language, particularly those who speak minoritized languages, while also promoting language learning and intercultural competence. Yet, despite its sustained presence in policy, research, and practice, plurilingual education is still perceived by some, especially in the US, as a relatively new notion which is frequently conflated with multilingual education—a more commonly used term. Plurilingualism is occasionally misunderstood as synonymous with polyglotism, a characterization explicitly rejected within the plurilingual theory as it implies native speaker proficiency levels.

These misperceptions are continually reproduced through the long-standing monolingual habitus and persistent linguistic homogenization (Gogolin, 1997) that continue to underpin both language education and applied linguistics. In educational contexts, this monolingual orientation is evidenced in the entrenched assumption that learners possess little to no meaningful linguistic knowledge beyond the target language of instruction. Such an assumption not only eclipses learners' rich and diverse repertoires but also undermines their agency to draw from these resources in meaningful ways, thereby positioning them in conditions of linguistic and educational marginalization. Thus, there is an urgent need to mobilize and disseminate plurilingual research more widely and more accessibly, ensuring that its social justice-oriented principles and pedagogical implications are understood, adapted, and enacted on a global scale in ways that remain aligned with local realities and to the identities of the communities they serve.

The goal of this article is to first introduce the concept of plurilingualism and the need for research in this area. It then shows current efforts toward the knowledge mobilization of plurilingual education, with a particular focus on bridging empirical research evidence into concrete, practice-oriented strategies for social change. We illustrate how the Plurilingual Lab, a research laboratory housed at McGill University in Montreal, Quebec, Canada, is mobilizing plurilingual knowledge through multiple formats, as later presented, by engaging in projects that bridge research, pedagogy, and community outreach.

What is Plurilingualism?

Plurilingualism is a term that introduces a new vision of language, one that is dynamic and socially grounded, acknowledging how individuals draw upon their full linguistic and cultural repertoires to communicate, learn, live, belong, construct meaning and express their identities (Piccardo, 2016). Let us use our repertoires as examples of plurilingual engagement. We both immigrated to Canada, where English and French are official languages, and live in the province of Quebec, where the official language is French:

- As an immigrant to Canada from Brazil, Galante draws on her plurilingual and pluricultural competence in her everyday communicative practices. For example, she often uses Portuguese to exchange voice messages via WhatsApp with friends and family who live in Brazil. At home, she primarily communicates in English with her partner, whose first language is English, while also translanguaging in French and English, particularly when

discussing their daughter's educational experiences in a francophone daycare in Quebec. She speaks to her daughter in Portuguese, English, Spanish and a few words in Italian (these last two are Galante's heritage languages) and reads her books in these four languages. In interactions with her mother and one of her sisters, both of whom live in Brazil, Galante prefers to use Spanish in affective exchanges, as this is an additional language shared among them. Communication with her other sister, however, is maintained in Portuguese and centers on learning about, discussing, and comparing Indigenous languages and cultural knowledges in Canada and Brazil, reflecting her sister's professional engagement with Indigenous communities in the Amazon region. In her free time, Galante engages in nature walks while listening to a diverse Spotify playlist featuring music in Italian and Spanish (reflecting her cultural heritage), as well as French, English, and other languages. She is also an avid consumer of international films, which she prefers to watch in their original languages, selecting subtitles in different languages depending on her goals or feelings—when she is tired, she prefers to watch films without subtitles, so she defaults to films spoken in Portuguese, English, or Spanish, her strongest languages. Other times, she may watch a Korean film with French subtitles to further develop her French proficiency. When discussing politics, Galante prefers to use Portuguese as it is tied to her identity as a Latin American social justice activist.

- Xie has a similar yet distinct trajectory. As an international student in Canada, English functions as her primary academic and professional language, shaping her participation in doctoral study, research, and professional networking. She uses English for scholarly reading and writing, teaching related communication, and collaboration with colleagues across diverse linguistic backgrounds. In her work as a Chinese as a heritage language teacher, English also serves as a pedagogical resource. She uses it strategically to scaffold comprehension, clarify task instructions, and invite cross linguistic noticing without positioning it as the “default” or superior language. Meanwhile, Mandarin is central to her engagement with Chinese speaking networks and community life, including communicating with Chinese families and supporting learners' participation in Chinese literacy and cultural activities. Xie also draws on Sichuanese as an affective and relational resource, used selectively to build rapport, show intimacy, and sustain a sense of regional belonging in exchanges with family and friends in China. Finally, French is an additional language Xie is currently developing, and it supports her everyday navigation of life in Quebec. She uses French for routine interactions in local settings and increasingly treats it as a learning resource, experimenting with new expressions, building vocabulary for daily needs, and reflecting on how language shapes access and participation in Quebec society. When appropriate, she also engages in translanguaging in French and English in her teaching to connect with learners' lived realities and to model a stance of ongoing language learning.

Together, our trajectories illustrate how plurilingualism is not merely a theoretical construct, but a lived, evolving practice shaped by mobility, learning, and ongoing

engagement with diverse linguistic ecologies and is never ending.

In the Canadian context, both Galante and Xie navigate minoritized languages (e.g., Portuguese and Mandarin) alongside dominant ones (English and French), a plurilingual repertoire that grants them access to rich sources of knowledge and cultural insights. Yet, this linguistic advantage exists alongside experiences of discrimination and the persistent undervaluation of their languages, highlighting the complex interplay between empowerment and marginalization in their linguistic trajectories. Individuals' linguistic repertoires are intrinsically shaped by their lived experiences with language, culture, mobility, and participation in both online and offline communities (Galante, 2020; Piccardo & Chen, 2024), and are deeply intertwined with identity and modes of expression. A natural consequence of this complexity is that such repertoires evolve unevenly—manifesting varying levels of proficiency—and dynamically over time, as individuals switch between languages, translanguage, access information across linguistic resources, express themselves creatively by combining languages in their repertoire, and adapt their communication to different settings and interlocutors. These plurilingual practices are not only expected but constitute the norm (Galante & dela Cruz, 2021). It is this plurilingual normality, we argue, that all language users should have the freedom to enact and express, countering linguistic discrimination, marginalization and silencing.

In European language policy (CEFR, 2020), there is a helpful distinction between the terms plurilingualism and multilingualism to highlight the fluid nature of the *pluri-* prefix; plurilingualism referring to the flexible repertoire of languages and varieties of the individual while multilingualism referring to the languages present in societies but not necessarily interrelated. We go a step further to suggest that societies can also be plurilingual. A case in point is the city of Montreal, where it is common for multiple languages to co-occur within the same interaction and for diverse linguistic repertoires to intersect fluidly (Paquet & Lévassieur, 2019). Although Montreal is located in Quebec—the only officially French-speaking province in Canada—everyday interactions often involve several languages used dynamically and in complementary ways. For instance, two individuals may converse in English, French, and Kanien'kéha in a Chinese restaurant where staff communicate in Mandarin, Cantonese, and English. This language fluidity, and at times intentional, plurilingual practices are expressions of identity and belonging. By contrast, *multilingualism* typically denotes the presence of multiple languages within a society or community, but these languages tend to be used separately rather than interactively (Council of Europe, 2020). An illustrative example would be assuming that all residents in a city's Chinatown speak only Mandarin, while those in Little Italy interact exclusively in Italian. While not everyone makes this distinction between plurilingualism and multilingualism, we do so to highlight the interrelated nature of the prefix *pluri-* in plurilingualism, meaning a dynamic, interconnected repertoire in which languages and varieties coexist, interact, and are mobilized holistically rather than as discrete, compartmentalized systems which is the case of multilingualism.

This holistic reconceptualization challenges traditional monolingual norms that have long dominated educational systems and calls for pedagogies and policies that validate and integrate learners' lived linguistic experiences into educational

practice. Concurrently, it introduces the notion of the plurilingual individual, as described earlier—a person who draws from all their linguistic resources flexibly across communicative situations rather than treating languages as isolated systems. This perspective draws on key insights from earlier sociolinguistics and applied linguistics research (e.g., Gumperz, 1964; Hymes, 1972), which emphasize the socially situated and fluid nature of language use, as well as from communicative and action-oriented approaches, which position learners as social agents engaged in meaningful, real-world communication.

Building on these foundations, plurilingual education has evolved into a pedagogical, critical and ethical framework that promotes equity, diversity, inclusion, and more recently decoloniality (EDID) (Galante et al., 2025) recognizing learners' diverse identities and language practices. Over time, the approach has expanded beyond Europe, influencing research and practice in contexts such as Canada, Australia, Brazil, Japan, the US, and other countries, where educators have adapted plurilingual principles to local pluri/multilingual realities and sociopolitical contexts (Chen et al., 2022; Galante, 2025a).

I have argued, however, that merely celebrating the languages within individuals' repertoires is insufficient; plurilingual education must be grounded in a critical orientation—one that actively confronts inequities and dismantles the barriers that prevent people from using their languages with confidence and pride, especially in contexts with colonial legacies such as Canada and the US (Galante, 2025b). While plurilingual education now represents a global movement that advocates for more inclusive, identity-affirming, and socially responsive forms of language use, policy, teaching and learning must remain attentive to diverse contextual realities.

From Vision to Collective Praxis: The Development of the Plurilingual Lab

The Plurilingual Lab was founded in 2018 by Galante, when she joined Concordia University as an Assistant Professor and was given a dedicated space for a personal research laboratory. In contrast to conventional individual research laboratories, Galante envisioned a collective, justice-oriented hub that could mobilize research in multilingualism and plurilingualism toward more equitable educational futures. The Lab was thus conceived as a space where scholars, educators, and students could come together to (1) interrogate dominant monolingual ideologies (May, 2014); (2) cultivate alternative pedagogical possibilities (e.g., Galante et al., 2020), and (3) build solidarities and partnerships across linguistic, cultural, and institutional borders, particularly with schools, higher education institutions, non-governmental organizations, refugee centers and underrepresented communities. From the outset, the Plurilingual Lab relied on the energy, care, and commitment of student volunteers, whose behind-the-scenes labor—hosting talks, organizing logistics, producing video recordings—made its early activities possible. Their contributions underscored the Lab's ethos: that knowledge production is a fundamentally collaborative and relational endeavor.

In 2019, the Plurilingual Lab was moved to McGill University following Galante's appointment as an Assistant Professor. This transition enabled the Lab to integrate into a broader research ecosystem committed to educational innovation and social justice, while preserving the collaborative ethos and plurilingual vision

that shaped its founding. As its impact grew, the Lab secured support from the Centre for the Study of Learning and Performance (CSLP), allowing it to sustain its mission while offering modest stipends to graduate students who continue to anchor its day-to-day operations. The research conducted by the lab's teams has been consistently supported by two government agencies, provincially through the Fonds de recherche du Québec, and federally through the Social Sciences and Humanities Research Council. Without such support, the depth and scope of the scholarly work produced at the Lab would be limited.

Today, the Plurilingual Lab advances its work through this constellation of institutional support, graduate student leadership, and a global community of scholars who believe in widening access to research. All invited speakers—renowned experts and emerging voices alike—generously share their work without an honorarium and authorize its open dissemination, ensuring that plurilingual knowledge circulates beyond academic walls to areas where resources are scarce. Through these commitments, the Plurilingual Lab has become a vibrant, justice-driven space for reimagining language education; a site where research, pedagogy, and advocacy converge in pursuit of more inclusive and pluralistic learning environments.

Montreal as an Ideal Context for Plurilingual Research

Montreal presents an exceptional context for a research laboratory devoted to plurilingualism as the city is shaped by layered histories of colonialism and its enduring francophone–anglophone dynamics. Montreal is also the birthplace of research on bilingual immersion education, a model that has significantly shaped bilingual programs internationally. The origins of this approach can be traced to the landmark St. Lambert experiment initiated in 1965, just south of Montreal. Wallace Lambert and his colleagues studied a pioneering, parent-led English–French bilingual program over four years (Lambert & Tucker, 1972). These parents were dissatisfied with conventional French instruction and advocated for an alternative approach after observing that their anglophone children were not achieving high levels of French. The Canadian French immersion model was thus conceived to cultivate high proficiency in English and French—what Cummins (2008) famously called *the two solitudes*—while ensuring that students mastered academic content equivalent to that of the English-language curriculum and gained deeper insight into francophone cultures and communities (Roy, 2010). In this context, the term bilingualism is still attached to the two colonial languages, English and French.

Montreal is also home to linguistic tensions, despite its rise in English and French bilingualism (Dufresne & Ruderman, 2018), along with multilingualism (Galante & dela Cruz, 2021; Leimgruber, 2020, 2025). Montreal is situated in a province where French is the sole official language but in a country with English and French bilingual policies. It embodies the intricate sociolinguistic ecologies that plurilingual scholarship seeks to illuminate and its continual negotiation of plurilingual policies. Across its neighborhoods, communities enact rich and fluid translanguaging practices, negotiating identity, access, and belonging in ways that reflect both local realities and global linguistic flows.

Yet, language laws in the province of Quebec pose challenges to linguistic plurality and marginalize communities that are non-francophone (Chiras & Galante,

2021). One infamous example is the introduction of mandatory French-language schooling policies in 1977, not providing an option for immigrant parents whose language is not English to enroll their children in English-speaking schools in the Quebec province. In this law, children of immigrant parents were obliged to attend French-speaking schools, a government plan to boost the number of French speakers in the province. This law forced an increase in the proportion of plurilingual students enrolled in French primary and secondary schools from 14.6% in 1971 to a staggering 89.4% in 2015 or an overall provincial enrollment of 90.4% in French-language schools (Office québécois de la langue française, 2017).

Quebec remains the only Canadian province to operate both English and French higher education systems, and provincial language policies often stand in tension with shifting linguistic demographics, yielding important insights into how such policies shape social and educational experiences. These tensions render Montreal not merely a backdrop, but a living laboratory where the Plurilingual Lab can engage meaningfully with questions of equity, social justice, and educational transformation, situating its research and pedagogical initiatives within the dynamic interplay of language, culture, and social change in this context and beyond.

Despite these tensions, Montreal is a city that vividly embodies Canada's official bilingualism with a rapidly evolving plurilingual landscape. This linguistic diversity is clearly reflected in recent demographic data. According to Statistics Canada (2023), the rate of English–French bilingualism in Quebec rose from 40.8% in 2001 to 46.4% in 2021, indicating a steady increase in official-language bilingualism. Yet, this bilingualism alone does not capture the full linguistic complexity of the province. Between 1996 and 2021, the share of Quebec residents whose mother tongue is neither French nor English increased from 8.9% to 13.4%, signaling a substantial rise in linguistic diversity closely tied to immigration (Institut de la statistique du Québec, 2025).

Montreal's everyday linguistic practices further demonstrate its deeply plurilingual character. The city's well-known greeting of *Bonjour–Hi*, for instance, encapsulates the fluid alternation between French and English in daily interactions (The Canadian Press, 2024), while many residents also weave heritage and immigrant languages, such as Arabic, Mandarin, and Spanish, into their social and family lives (Galante & dela Cruz, 2021; Paquet & Levasseur, 2019). Moreover, Quebec's strong policy commitment to language learning, illustrated by its publicly funded *francization* programs that provide free French language education to residents, further strengthens the city's plurilingual vitality. Language programs in languages other than French, however, receive little to no public provincial funding which highlights the inequities and marginalizations of minoritized languages.

Together, these dynamic and inclusive language practices highlight Montreal's vibrant plurilingual ecology and underscore its relevance as a context for examining how plurilingualism is enacted and negotiated across social and educational spheres, particularly amid the political tensions and inequitable policies that, contradicting the social reality, continue to marginalize plurilingual practices. It is in this complex context that the Plurilingual Lab is housed. As such, while Montreal's unique sociolinguistic dynamics deeply inform the research conducted at the Plurilingual Lab, the insights generated extend far beyond the city. They resonate with and

contribute to examining superdiverse, multilingual contexts internationally, where similar negotiations of language, identity, and equity are at play.

Plurilingual Lab's Mission and Knowledge Mobilization Initiatives

Mission

The mission of the Plurilingual Lab is to advance research, pedagogy, and policy that recognize and value the rich plurilingual repertoires of individuals and communities. Grounded in principles of EDID the Lab's goal is to generate research-informed knowledge and mobilize it globally to support plurilingual education and foster linguistic justice in diverse contexts. Through collaborative projects with educators, students, and community partners such as schools, universities, refugee centers, and communities, the Lab transforms research insights into pedagogical and policy innovations, and resources to empower language learners, teachers, and language users to embrace and take pride in their plurilingual identities and linguistic practices, ultimately promoting their well-being and sense of belonging.

With its mission of knowledge mobilization, the Lab has four main open access initiatives—the Plurilingual Lab Speaker Series, Grad Talks, My Research Story, and Resources—each described below:

- *Plurilingual Lab Speaker Series*

The *Plurilingual Speaker Series* brings together renowned and emerging scholars from around the world to engage in critical conversations on contemporary language issues. Grounded in the values of linguistic diversity and social justice, the series explores themes such as linguistic discrimination, plurilingual pedagogies, language policy, and the identity experiences of plurilingual individuals. Through interdisciplinary dialogues, invited speakers shed light on how languages intersect with culture, power, and belonging, while examining the implications of plurilingualism for education, policy-making, and intercultural communication. By fostering open exchange among researchers, educators, and community members, the series serves as a platform for advancing equitable and inclusive understandings of language in today's multilingual societies. Offered entirely free of charge and accessible to participants across the globe—from educators and researchers to policy makers and community practitioners—this initiative distinguishes itself through its commitment to the democratization of plurilingual research, fostering inclusive and equitable participation in critical dialogues on language, identity, and education.

Each talk lasts approximately one hour and is followed by a 30-minute discussion where participants can ask questions and engage in conversations with the presenters. To enhance accessibility, the talks are video recorded and available through the Plurilingual Lab YouTube channel (<https://www.youtube.com/@PlurilingualLab>) where subscribers receive a notification when a new talk has been made available. Table 1 includes a list with accessible links of the talks hosted in the past 7 years.

Table 1 *Plurilingual Lab Speaker Series talks hosted between 2018 and 2025.*

Presenter(s)	Title of Talk	Link to Recorded Talk on YouTube
2018		
Sunny Man Chu Lau	Affordances of plurilingual pedagogy in second language classrooms	https://www.youtube.com/watch?v=pC4foPV_qhI&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=38
Julie Kerekes	Collaboration on a settlement organization's ESL curriculum	https://www.youtube.com/watch?v=0IE2NM7KAJk&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=37
2019		
Susan Ballinger	Translanguaging's awkward adolescent phase?	https://www.youtube.com/watch?v=IeBPTk2n_9A&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=36
Caroline Payant	Plurilingual approaches to language instruction	https://www.youtube.com/watch?v=gVH7fetfwOc&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=35
Mela Sarkar	Non-interventionism as research in critical applied sociolinguistics	https://www.youtube.com/watch?v=-zgnrumIMEE&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=34
William G. Lindsay	Reconciliation through language teaching and learning	youtube.com/watch?v=CmJP4V yawVg&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=33
Vijay Ramjattan	Raciolinguistic ideologies at work	youtube.com/watch?v=xAFaDA1Nv1o&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=32
Saskia Van Viegen	Translanguaging as pedagogy	youtube.com/watch?v=fQuki6bWGlw&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=31
2020		
Joël Thibeault	Towards an inclusive grammar in francophone schools	youtube.com/watch?v=ZxdVlwdbA&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=30
Shakina Rajendram	Translanguaging as transformative for minoritized language learners	youtube.com/watch?v=izC7jl3nBS8&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=29

Nina Woll & Pierre-Luc Paquet	Promoting plurilingual practices in higher education	youtube.com/watch?v=X1L8YSPY5Mo&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=28
Ron Darwin	Online scholarly identities and investment	youtube.com/watch?v=i8O0O8Naa_k&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=27
Li Wei	Multi-competence, translanguaging, and mobile self-directed learning	youtube.com/watch?v=p6XPCEYIZ5Q&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=26
Sender Dovchin	Injustice, translanguaging, and linguistic discrimination	youtube.com/watch?v=MeCDP0chlKA&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=25
Sunny Man Chu Lau, Saskia Van Viegen, Angelica Galante, Avril Aitken & Loretta Robinson	Plurilingual pedagogies book launch	youtube.com/watch?v=hHA51qJo064&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=24
2021		
Jasone Cenoz & Durk Gorter	Pedagogical translanguaging in multilingual education	youtube.com/watch?v=GeqKR7u6SYI&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=23
Enrica Piccardo	The role mediation for plurilingualism in language education	youtube.com/watch?v=8Q53te9vcqU&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=22
Beth Anne Paulsrud, Zhongfeng Tian & Jeanette Toth	English-medium instruction and translanguaging book launch	youtube.com/watch?v=Fx2HFU6hShw&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=21
Amir Kalan	Sociocultural and power-relational dimensions of multilingual writing	youtube.com/watch?v=iKDoukoxxA&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=20

Peter De Costa	Unpacking profit and pride in EMI higher education	youtube.com/watch?v=eA8puT1ALIQ&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=19
Caroline Payant & Angelica Galante along with 22 scholars	Plurilingualism and translanguaging: Pedagogical approaches for empowerment and validation	youtube.com/watch?v=7yJOFxjgOrg&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=18
2022		
Zhu Hua	Culture talks: Who makes culture relevant and why?	youtube.com/watch?v=j00LmQEDbuY&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=17
Ryuko Kubota	Two faces of neoliberal communicative competence in Japan	youtube.com/watch?v=Cxld27_aC74&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=16
Steve Marshall	Plurilingualism across the disciplines in Canadian higher education	youtube.com/watch?v=yzE92fjnE4U&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=15
Marianne Turner	Promoting multiliteracies through translanguaging pedagogy	youtube.com/watch?v=tx_cYzFTME&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=14
Euline Cutrim Schmid	Technology-mediated plurilingual language learning	youtube.com/watch?v=eoUtpTCZpm4&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=13
Enrica Piccardo, Geoff Lawrence, Aline Germain-Rutherford, & Angelica Galante	Activating linguistic and cultural diversity in the language classroom	youtube.com/watch?v=U0R8SkpE6cw&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=12
2023		
Åsta Haukås	Exploring plurilingual pedagogies in Scandinavia	youtube.com/watch?v=uMt-BiLuGw&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=11

Marcelyn Oostendorp	Towards surviving mastery in applied linguistics	youtube.com/watch?v=Rgf59u8ZsUs&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=10
Ruth Fielding, Gary Bonar, & Anuschka van't Hooff	Multilingualism, identity and interculturality in education	youtube.com/watch?v=av8yxDs5m_I&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=9
2024		
Lourdes Ortega	What's the "multi/plurilingual turn" in SLA got to do with social justice?	youtube.com/watch?v=EXfgZxd2tbM&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=8
Stephen May	Linguistic racism(s): Origins, developments, and implications	youtube.com/watch?v=_1Yz5GOadhU&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=7
Joseph Lo Bianco	Language rights and peace building: New directions for multilingualism and policy	youtube.com/watch?v=yOlhT1Nq3qg&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=6
Laxmi Prasad Ojha, Jennifer Burton, Shakina Rajendram, Lucía Cárdenas Curiel, Angelica Galante, Darío Luis Banegas, & Laura Mahalingappa	Critical teacher education for equitable learning in multilingual classrooms: A possible way forward	youtube.com/watch?v=7UBjnpol97c&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=5
2025		
Sultan Turkan & Jamie Schissel along with 13 scholars	The racialized nature of academic language	youtube.com/watch?v=33UG4wetaR8&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9Gl9&index=4

Christiane Fäcke & Paula Garrett-Rucks	The handbook of plurilingual and intercultural language learning	youtube.com/watch?v=4BIRW4paQlo&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9G19&index=3
Maria Gonzalez Davies	A model for an integrated plurilingual approach to language learning	youtube.com/watch?v=fVgoovBqToE&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9G19&index=2
Mi Yung Park along with 11 scholars	(En)countering linguistic discrimination in higher education	youtube.com/watch?v=ctcRGSZGENY&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9G19
2026		
Angelica Galante, Enrica Piccardo, Faith Marcel, Lana F. Zeaiter, & John Wayne dela Cruz	Plurilingual, decolonial and digital (PluriDigit) pedagogy: From critical practice to learner empowerment	youtube.com/watch?v=gJ_d68Q27pU&list=PLRZo5YABmOi6GefqXsWhB283ZIVDo9G19&index=1

These talks serve to inform the audience of recent research on plurilingual education in an engaging manner. Pedagogically, they have been used in higher education and teacher education programs to complement course syllabi. For example, course readings by the authors featured in the series can be enriched by the video recordings of their talks, allowing students to engage with the same research through multiple modalities. The talks are widely advertised through our social media networks, listserv and the lab's recent news webpage, <https://www.mcgill.ca/plurilinguallab/>. We extend our sincere gratitude to all presenters in the Plurilingual Lab Speaker Series for their generosity in sharing their expertise without an honorarium and for agreeing to make their talks freely accessible worldwide through the recorded sessions on YouTube.

- *My Research Story*

My Research Story is a student-led video initiative coordinated by Xie (second author) which showcases high-quality graduate research through accessible storytelling. Each video presents the aims, methods, and key insights of a project while inviting participants to share the motivations and life trajectories that shape their scholarship. The project seeks not only to make graduate research more engaging and understandable for diverse audiences but also to encourage reflexivity among participants. My Research Story invites graduate researchers to reflect on their positionality, including their worldview, theory of knowledge, and value commitments (Holmes, 2020). These orientations shape every stage of their research, from the formulation of questions to the interpretation of findings. By foregrounding

positionality, their research project humanizes scholarship and situates academic knowledge within lived experience.

To date, the series has highlighted themes such as plurilingual pedagogy, language policy, classroom practice, and the identity experiences of plurilingual users, learners and teachers across diverse contexts globally. Through concise storytelling, participants illustrate how languages intersect with culture, schooling, and everyday life, and discuss implications for teaching, policy, and intercultural communication. In doing so, the series enables graduate researchers to translate complex insights into context-rich narratives that travel beyond academic circles, making their work more accessible to educators, practitioners, and community members who might not otherwise engage with journal articles (Bourbonnais & Michaud, 2018).

The series, comprising 13 videos thus far, equips graduate students with the skills to communicate complex ideas in engaging and understandable formats. This experience has seemed instrumental in building students' confidence to mobilize their own work in academic conferences and participate in national competitions such as the Canadian Social Sciences and Humanities Research Council's (SSHRC) *Storytellers*. For example, after recording her video to *My Research Story*, Kiana Kishiyama, MA in Second Language Education at McGill University and currently a PhD student at Carlton University, was a finalist in the 2025 SSHRC's *Storytellers* competition. The value of this narrative work is echoed in Kishiyama's reflections, reported by Gombay (2025), where she described the value of learning to express her ideas in a video format in a way that is understandable to the general public. In this way, the series not only supports graduate researchers in refining how they communicate their work, but also fosters open exchange among researchers, educators, and community members. *My Research Story* expands equitable access to cutting-edge work conducted by graduate students in today's multilingual societies. All of the videos are accessible through the lab's YouTube playlist here: <https://youtube.com/playlist?list=PLRZo5YABmOi6lnxQu4OXaoxItEQU8wM9x&si=-aUca3Lmwm4vKVID>.

- *Grad Talks*

The *Grad Talks* series provides a collaborative space where graduate students in language education and applied linguistics share their research and engage in meaningful scholarly dialogue across institutions worldwide. With the aim of peer learning, knowledge dissemination from diverse contexts, mutual support, and academic community building among emerging researchers, *Grad Talks* welcomes work at any stage, including initial ideas, ongoing projects, and completed studies. It encourages presenters to reflect on the questions, challenges, and insights that shape the development of their plurilingual research.

To date, 36 presenters from institutions across the world have shared their MA and PhD research work through the series. Their talks span an impressive range of themes, including language policy, bilingual and plurilingual development, teacher education, heritage and minority language maintenance, classroom interaction and instructional design, sociolinguistic identity, and the experiences of migrant, Indigenous, and transnational communities. Many of these projects engage directly with issues of social justice by examining how language intersects with power, access,

and equity across diverse educational and social contexts. These presentations reflect the intellectual breadth and global scope of contemporary research in language education, demonstrating how emerging scholars contribute new perspectives to long-standing questions about language, learning, identity, and equity.

Through these varied and international contributions, the Grad Talks series has become a vibrant hub for sharing early-stage scholarship and strengthening connections among graduate researchers committed to advancing socially just and inclusive understandings of language in multilingual and multicultural societies. At the start of the new academic year, often in September, the Plurilingual Lab sends out a call for papers through its social media networks where graduate students can submit an abstract of their work. After a peer-review process by the lab members, presenters whose work is aligned with the lab's mission are chosen to present. The line-up of presenters for the present academic year is complete and the schedule along with past presentations can be seen on the lab's page: <https://www.mcgill.ca/plurilinguallab/grad-talks>.

- *Resources*

The resources produced at the Plurilingual Lab are firmly grounded in empirical research, reflecting a commitment to ensuring that pedagogical tools and materials are both evidence-based and contextually relevant. By drawing on cutting-edge scholarship in multilingualism, translanguaging, and plurilingual pedagogy, the Lab translates complex research findings into free accessible resources for educators, students, and scholars. This research-informed approach is significant because it bridges the often-observed gap between theory and practice, enabling practitioners to implement strategies that are not only innovative but also demonstrably effective. Furthermore, by situating resources within a framework of social justice and linguistic equity, the Lab ensures that its outputs do more than inform practice—they actively contribute to transforming educational spaces, fostering inclusive learning environments where diverse linguistic repertoires are recognized, valued, and leveraged as assets.

Several resources comprise empirically validated language tasks designed through an asset-based lens that foregrounds what students *can* do with language—rather than what they cannot. These tasks adapt CEFR Companion Volume (Council of Europe, 2020) *can-do* descriptors to the local context, and support plurilingual and pluricultural competence, oral interaction, and a range of additional communicative abilities. Other examples include pedagogical guides for language teachers to transform their language classes into plurilingual spaces, guides for pre-service teachers to create action-oriented plurilingual tasks for their language classes, tutorials with plurilingual practices, and samples of existing tasks that have been piloted and validated by research. Importantly, all resources are research-informed. Table 2 shows a description of each resource and its accessible weblink.

Table 2*Key Resources and Research Outputs of the Plurilingual Lab*

Resource	Description
Plurilingual Guide: Implementing Critical Plurilingual Pedagogy in Language Education (Galante et al. 2022)	<p>As part of the international FRQSC-funded research project Plurilingual Shift in Language Education, the Plurilingual Guide was designed to support practitioners who aim to help students learn an additional language while valuing and incorporating their unique linguistic and cultural backgrounds. It introduces five plurilingual strategies along with ten classroom tasks that demonstrate how these strategies can be implemented in practice. These strategies have been disseminated as YouTube video tutorials (https://youtube.com/playlist?list=PLRZo5YABmOi6Dr7RRRaXbxLYp4A2x_FdO&si=FSZU7-sdmBevRoXC)</p> <p>Accessible link: escholarship.mcgill.ca/concern/books/0c483q268</p>
Learning Languages through Action: Unlocking Plurilingual and Pluricultural Competence through the Action-oriented Approach (Galante et al. 2025)	<p>As part of the international Canadian and German-funded research project (CSLP and the University of Paedagogische Hochschule Schwaebisch Gmünd) Plurilingual Virtual Exchange in Teacher Education, this open-access book integrates action-oriented approaches into plurilingual language education. All of the tasks included in this book were designed by pre-service teachers who piloted their tasks during their practicum and received positive feedback. Building on the Plurilingual Guide, this book places a stronger emphasis on addressing social justice topics in the language classroom through plurilingualism. It offers ten step-by-step tasks, beginning with goal-setting based on CEFR descriptors (2020) and moving toward in-class, action-oriented activities that combine plurilingual strategies. This is a valuable resource for both in- and pre-service teachers who are interested in designing their own tasks or adapting the ones present in the book to their own social contexts.</p> <p>Accessible link: escholarship.mcgill.ca/concern/books/0c483r11v</p>

<p>PluriDigit Language Tasks: Plurilingual, Decolonial and Digital</p>	<p>As part of the international SSHRC-funded research project Plurilingual, Decolonial and Digital (PluriDigit) Language Education, the PluriDigit tasks were co-designed by a team of researchers and nine language teachers (Spanish, French, English, and Arabic) to support language teachers and empower language learners. Using plurilingual and decolonial pedagogies with digital tools such as VoiceThread, teachers and students engage in communication in the target language along with the languages in their repertoire. VoiceThread is an asynchronous agentive digital tool that affords the learner to create and initiate dialogues with peers and the teacher by creating topics and responding with audio, text and video comments. These tasks aim to enhance speaking skills and plurilingual and pluricultural competence. Moreover, they provide practical, classroom ready activities that help teachers scaffold speaking, value multiple languages and foster learner agency, and are currently available in English, French and Spanish.</p> <p>Accessible link: https://escholarship.mcgill.ca/concern/books/0c483r11v</p>
<p>Video Resources</p>	<p>The video resources available highlight the concept of plurilingualism and demonstrate its application in language education through a range of illustrative examples and formats.</p> <p>Accessible link: mcgill.ca/plurilinguallab/resources/video-resources</p>
<p>Breaking the Invisible Wall</p>	<p>As part of the SSHRC-funded research project Plurilingual or Monolingual? A Mixed Methods Study Investigating Plurilingual Instruction in an EAP Program at a Canadian University, this website showcases language tasks that were used in a collaborative intervention study. The research project examined the impact of plurilingual instruction by comparing it with monolingual approaches in an English for Academic Purposes program in Canada. It includes the ten instructional tasks that were piloted by seven participating teachers, with 129 students whose CEFR levels ranged from B2 to C1.</p> <p>Accessible link: breakingtheinvisiblewall.com/</p>

<p>Plurilingual and Pluricultural Scale</p>	<p>The Plurilingual and Pluricultural Competence (PPC) scale is a validated instrument designed to measure individuals' flexible use of linguistic resources alongside their cross-cultural awareness. It consists of 22 items on a 4-point Likert scale that capture how plurilingual speakers draw on their repertoires to communicate, interpret cultural differences, and navigate multilingual interactions. The PPC scale can be used in research and pedagogy to assess overall trends in learners' plurilingual and pluricultural development.</p>
	<p>Accessible link: mcgill.ca/plurilinguallab/files/plurilinguallab/ppc_scale.pdf</p>
<p>Publications</p>	<p>This collection showcases recent Plurilingual Lab's scholarly contributions to plurilingualism, language education, and teacher development. Our peer-reviewed articles, book chapters, edited volumes, and professional pieces examine language learning and use across diverse contexts and offer theoretical insights, innovative pedagogical approaches, and critical perspectives on language ideologies, equity, and inclusion. Together, these publications deepen understandings of plurilingual practices and provide research-informed guidance for educators, policymakers, and researchers.</p>
	<p>Accessible link: mcgill.ca/plurilinguallab/publications/publications</p>

Democratizing Knowledge

A defining contribution of the Plurilingual Lab lies in its sustained commitment to democratize knowledge through open access resources, initiatives and events. This commitment is tied to deliberate efforts to reach audiences who are too often excluded from scholarly conversations, particularly where financial and infrastructural constraints limit access to research. To this end, the Plurilingual Lab Speaker Series serves as a venue that brings current scholarly knowledge on plurilingual research and discussions on the presentation topics. Recordings of all talks are edited and made openly available on a dedicated YouTube playlist, which currently hosts 37 talks and has reached over 28,000 views. The wide dissemination of these talks has enabled educators and researchers in regions with limited financial mobility or conference access to engage with cutting-edge scholarship that would otherwise remain inaccessible.

Moreover, the Lab's resources—grounded in empirical evidence, pedagogical innovation, and accessibility—are developed and disseminated with the explicit goal of removing barriers to participation in knowledge uptake. These materials

have achieved substantial global engagement; for instance, a YouTube playlist of six tutorials on plurilingual pedagogies has accumulated more than 16,000 views since published in 2020, with viewers spanning over 30 countries including China, Russia, the United States, and the United Kingdom. By providing free and open access to empirically validated pedagogical guides, language learning tasks, and research instruments, the lab ensures that educators, researchers, and practitioners—regardless of institutional affiliation or local resources—can adapt and use these materials in their own contexts.

Central to the Lab's knowledge mobilization strategy is the meaningful involvement of students. All graduate students hold positions within the lab and contribute directly to its outreach initiatives. One notable example is *My Research Story*, coordinated by the second author, Yunjia Xie. With 13 videos and over 2,000 views to date, My Research Story not only broadens public understanding of graduate research on language issues but also fosters students' confidence and capacity to mobilize their work across audiences and platforms.

The Lab's global visibility is further supported by an extensive international network of academic and non-academic members, maintained through a listserv with over 3,000 subscribers and a robust social media presence across multiple platforms (X: 2.5k followers; Facebook: 1.4k; YouTube: 1.4k; Instagram: 833; LinkedIn: 500+). These platforms regularly amplify the lab's initiatives, with posts frequently circulated by external organizations and community groups, thereby extending the reach, relevance, and impact of the lab's knowledge mobilization efforts. By prioritizing open access dissemination, removing financial barriers, and centering inclusive outreach—including to audiences historically marginalized in global scholarly exchanges—the Plurilingual Lab demonstrates how research groups can meaningfully contribute to equitable knowledge mobilization and the democratization of language education research.

Conclusion

The growth of scholarly interest in plurilingualism, coupled with its longstanding policy recognition and theoretical consolidation, underscores both its relevance and urgency in contemporary Language Education and Applied Linguistics research. By reconceptualizing language as a dynamic, socially situated, and interconnected repertoire, plurilingualism challenges monolingual norms, highlights the agency of learners, and foregrounds the inseparability of language, culture, identity, and social practice. The Plurilingual Lab exemplifies how these principles can be translated into collective praxis, bridging research, pedagogy, and community engagement while fostering inclusive, equity-driven, and decolonial approaches to language education.

The Lab leverages institutional support, student leadership, and global collaboration to mobilize knowledge widely—through open-access talks, tutorials, and storytelling—ensuring that research transcends academic boundaries and reaches diverse audiences worldwide, especially in underserved areas. Ultimately, the Lab's work affirms that plurilingualism is not only a descriptive reality of individual and societal linguistic repertoires but also a normative and empowering framework: one that promotes linguistic justice, validates diverse identities, and equips educators, learners, and communities with the conceptual and practical tools

to enact more equitable, socially responsive, and transformative language practices.

In closing, this article underscores the urgent need for continued collective engagement in reshaping the linguistic landscapes of our educational and social institutions. The reflections and initiatives of the Plurilingual Lab discussed here point to the transformative possibilities that can emerge when scholars, educators, students, and communities work collaboratively to challenge entrenched monolingual norms and uplift the voices of those who have long been linguistically marginalized. We acknowledge that we are part of a broader ecosystem of centers, labs, associations, and research networks engaged in similar work, though open and readily accessible resources are not always a defining feature of these initiatives. We further recognize the crucial role of provincial and federal research funding in Canada, which has strengthened the Lab's capacity to undertake robust research initiatives and to develop high-quality, evidence-based resources. We therefore call on researchers across Language Education and Applied Linguistics to pursue similar commitments—advancing scholarship and praxis that meaningfully contribute to social change and foster greater equity for diverse linguistic communities. Through such efforts, we move closer to cultivating a more just, inclusive, and plurilingual world, one in which all languages are valued and afforded the visibility and recognition they rightfully deserve.

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