EXPLORING PLURILINGUALISM AS A PHENOMENON, AS A LENS, AND AS A PEDAGOGY: A LITERATURE STUDY

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Abstract

This article provides a comprehensive literature review of plurilingualism, focusing on its origin, as theoretical framework, and applications in a language instruction. By examining previous and recent studies, this paper highlights the evolving trends in plurilingualism such as a phenomenon, as a lens, and plurilingualism as pedagogy. The findings underscore the importance of plurilingualism which is an emerging approach to language instruction in multicultural country which caters students with multiple visa. This study concludes with recommendations for future research directions in plurilingualism.

Keywords: Plurilingualism, Multilingualism, Bilingualism, Language Instruction, Language Proficiency

INTRODUCTION

As seen in 21st-century classrooms with varied students in terms of culture, language, and religion, the integration of learned languages and first languages to English is a growing trend in language instruction. Building experience with languages is indispensable and people in this generation use and experience languages either personally or virtually.

The ability to use many languages in social communication, independent of one's competency in those languages, is known as plurilingualism, according to Beacco's (2005) study on plurilingual repertory. Due to its unique attribute of using many languages for many reasons and with varying degrees of proficiency, plurilingualism was elevated above other language proficiency. As a result, elements such as a person's language surroundings and social or psychological trajectory may influence how distinctive their growth is.

The Common European Framework of Reference for Languages (CEFRL) provided a distinct meaning of plurilingualism which states that:

> The term "plurilingual and pluricultural competence" describes the capacity to communicate and engage in cross-cultural interactions when an individual, seen as a social agent, possesses competency in multiple languages and cultural knowledge to varied degrees. Instead of being viewed as the superposition or juxtaposition of discrete competencies, this means that there is a complex or even composite competence that the user can draw from (Council of Europe, 2001, p. 260).

The above definition emphasizes the significance of communicativeness, considers the main features of plurilingual language knowledge and its components and disregard the mastery of language. Given the fact that nowadays, people may acquire and use language thru social media so it is

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possible that students hold more than two languages including first language, heritage language, English and the learned language.

LITERATURE REVIEW

Over the years, linguistic experts have defined bilingualism and multilingualism in countless ways. According to Bloomfield (1933), bilingualism has a limited definition that only includes people who are proficient in two languages. Several studies also highlight that acquiring L1 goes directly to L2 (Bartelt, 1989; Dewaele, 1998; Cenoz, 2001 and De Angelis, 2007). It was not until the publication of Peal and Lambert's (1962) study on bilingual children that researchers began to recognize the benefits of bilingualism and the fact that people had a variety of cognitive capacities. This study comes after the groundbreaking German work of Wandruska (1979), which revealed that people speak a variety of mother tongues. In addition to their interdependence, these languages are composite in nature, dynamic, and ever-changing. According to Baker's (1988) groundbreaking research, bilingualism fosters mental flexibility, abstract thought, and superior concept formulation.

However, because of the impact of shifting communication patterns, as well as the mobility of people and politics, scholars have recently taken a broader view of multilingualism. According to Braunmuller (2002) and van Bezooijen and Gooskens (2007), a person can be classified as multilingual if they are able to use multiple languages without having equal ability in all of them. The acquisition and use of a third language, or plurilingualism, is heterogeneous, non-linear, reversible, and caused by language erosion, which can be ascribed to societal, psycholinguistic, and individual variables, according to Jessner (2008).

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According to Lobo (2016), in order to ensure that schools, teachers, and students are treated equally, it is necessary to reevaluate how inclusive society views foreign language programs as arenas for cultural politics, vibrant social activity, and holistic education. The gray area in the contrast between plurilingualism, which also refers to the use of many languages with a focus on cultural dimension, and multilingualism, which is the use of multiple languages, is whether the culture is local, foreign, or minority-derived.

It is necessary to pay attention to clarify the differences between plurilingualism and multilingualism as well as between pluriculturalism and multiculturalism. In contrast to the prefix "multi," which denotes many or the addition of discrete pieces, the prefix "plur" is holistic and connotes plurality and embedded difference (Balboni, 2015). So from bilingualism to multilingualism to plurilingualism, studies proved and language experts embraced this new concept in language instruction.

RESEARCH METHOD

This study utilized a systematic literature review approach to analyze previous and recent publications on plurilingualism. The data were collected from different journals and websites. Keywords such as plurilingualism, multilingualism, and bilingualism were used to identify relevant articles. Thematic analysis was used to categorize the findings into key themes, including Plurilingualism as Phenomenon, Plurilingualism as Lens, and Plurilingualism as Pedagogy.

RESULTS AND DISCUSSION

The notion of plurilingualism has evolved in scope and applications, as evidenced by a number of significant trends and findings found in the systematic

review of both recent and prior research. Three primary themes: plurilingualism as a phenomenon, as plurilingualism a lens, and plurilingualism as pedagogy are found in these studies. Significant gaps in the literature were also found by the review, indicating areas that need more research.

Plurilingualism as a Phenomenon

Three theoretical areas are used by Piccardo (2019) to promote plurilingualism as a phenomenon, and these can be investigated using the following methods:

(a) The psycho-cognitive approach, which investigates the processes involved in language acquisition. The brain of bi/multilinguals is now viewed as a complex and unique system rather than the sum of monolingual brains (Bialystok, 2001; Perani et al., 2003), and a new connectionist paradigm is becoming more and more prevalent in explaining how the brain functions (Bickes, 2004, p. 38).

(b) According to the sociocultural perspective, language acquisition takes place in social settings and is inextricably linked to interpersonal interaction and mediation. Each person has a complex cultural system of their own, and they all live in configurations that are defined by language, culture, and sociology (Lantolf, 2011).

(c) The pedagogical perspective, a new complex vision of language teaching methodology, supported by the post-method movement (Bell, 2003; García, 2009).

From a methodological perspective of plurilingualism, it implies an action to veer away from the behaviorist-initiated linear view of language acquisition as the development of habits. From a pedagogical standpoint, however, plurilingualism necessitates whole-person education in order to support learners' growth in self-

awareness, independence, and capacity to combine formal and informal learning (Piccardo, 2013).

One country may be impacted by bilingualism in one or two ways. First, it welcomes newcomers into a diverse and multi-ethnic society or community through socialization, and second, integration in educational and professional contexts, which increases social and economic advancement without changing their unique identities or communities. However, there is a worry that variety will cause people in the host society to move, change, and become more distinct. In this sense, the fear of losing one's national identity must transcend language barriers.

According to Ashraf (2017), plurilingual practices as a proficiency are recognized in countries like Luxembourg and the Nordic countries in Europe, Bolivia, Argentina, and Colombia in South America. In contrast, Pakistan, despite having multilingual regions and a linguistically diverse population, is still challenged by a monoglot language policy that uses English. Plurilingualism is a competency, according to this study, which was informed by a multilingual theoretical framework and data collected from local classrooms and the linguistic landscape. Additionally, the researcher recommends a shift toward a language-in-education strategy that supports multilingual repertoires and metalinguistic awareness rather than language segregation.

Furlong (2009) conducted a study by examining data from the workshop experience of ten language instructors from Ireland's primary and tertiary education sectors in relation to the experiences and views of teachers. According to the study's findings, the connection between creativity and plurilingualism is rooted in people's enhanced awareness of "in-between" places and their heightened perspective of the environment. Furthermore, increasing knowledge of the creative possibilities found in a plurilingual framework adds more justification

to the way that languages are currently thought of in a global context. In a similar vein, Palou and Tresserras (2015) concentrated their dissertation on the belief systems and cognitive processes surrounding teacher preparation, past language learning experiences, and classroom instruction in multilingual settings. Five focus groups with ten teachers from various educational stages provided the data. The researchers, who are based on Activity theory, make a distinction between double binds, critical conflicts, dilemmas, and conflicts. The study's findings made it clear that teacher preparation is urgently needed, as is the sharing of experiences to foster professional identity and spread good school experiences.

Prasad (2015) made her thesis in four different English and French school models in Toronto, Canada, and one bilingual school in Montpellier, France. Children served as co-ethnographers for this four-month multi-site project, and they were encouraged to take photos of their literacy experiences at home and at school to record their multilingual and multicultural experiences. In order to allow the students to freely express their opinions and thoughts outside of the confines of the teaching language, this study also employed reflexive techniques like collage, creative writing, and painting. Through the lens of students' multilingualism, this study identified five essential components that form the basis of 21st-century teaching. The findings of this research lead to an understanding of the complexity of children's multilingualism and the creation of a multilingual teaching methodology that is both linguistically and culturally inclusive, especially in the classroom.

In order to record their shared narratives regarding their languages (English and Italian) and French (acquired in school), culture, and identity, Corsi (2019) additionally investigated the lived experiences of three young adults from multigenerational households. The primary subject's data started in 2000 and

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concentrated on her early bilingual language development using semi-structured interviews and stimulated recall (SR). In contrast, the data from the other two participants were collected over a three-month period using one-on-one semi-structured interviews. This survey produced three themes: identity, language, and extended family. The three participants all concurred that having grandparents and other extended family members, as well as a positive relationship with the family were the results of building a multilingual and cultural identity. Greater linguistic competence is not always linked to plurilingual self-identification and increased language confidence; rather, a person's language repertoire can account for the interconnection of languages and the range of language proficiency levels. The three participants' perceptions of their identities as being connected to several languages and cultures, as revealed by the researcher, validated their unique identity as Italian and Canadian in Alberta. Furthermore, this research provides a thorough understanding of how experiences shape the development of a plurilingual and pluricultural identity.

Plurilingualism as Lens

Research enthusiasts and academic scholars have used plurilingualism as a theoretical model in the field of linguistics. For instance, an analysis was conducted by Joycey and Kantaridou (2009) on 1555 Greek undergraduate students who had two or three Common European Framework of Reference for Languages (CEFR) language certificates. English, French, Italian, German, and Spanish are among the foreign languages offered in Greek higher education that these students are enrolled in. The researchers revealed that students with three languages employed more metalinguistic awareness strategies than bilingual students, which are cognitive and metacognitive in nature. This was in line with the study's primary goal of correlating plurilingualism with strategies employed and learning styles.

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Additionally, compared to bilinguals, trilingual kids were said to be less concrete and sequential.

Stratilaki (2012) conducted research on multilingual students and their proficiency development in Germany's top schools. The study determined that the concept of plurilingual competence is inherently diverse by focusing on the reciprocal relationship between social representations of bi/plurilingualism and contexts of acquisition where students were the primary actors in this institutional setting. The macro linguistic level, which is based on how the curriculum is organized and how each student learns, and the micro linguistic level, which is centered on the multilingual language practices of learners, are its two different levels of competency. The researcher used a speech analysis tool to examine how discursive behaviors, such as language activities, impact the formation of mutual representations of plurilingualism after first examining the structural and argumentative aspects of representation development. The study's last phase demonstrates how the intricate multilingual language repertoire of French-German learners is positioned through the analysis of typological profiles and the elements of identity and multilingualism representations.

Young learners from two chosen schools in France and Germany were studied by Bono and Stratilaki (2009) to see how their multilingualism could be used as a tool for oral communication and learning. According to the participants' discourse and the role that schema plays in language behavior and experience, learners saw their multilingualism as a strength in formal education. Additionally, the third language they learned in school influences how their multilingual repertoires and language representations evolve.

Furthermore, Jeoffrion et al. (2012) examined 684 students at the University of Nantes in France who are enrolled in two foreign language programs at two year

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levels (first and fourth years). The proponents explained how they may help university students who are assumed to be multilingual acquire plurilingual competences, given the fact that this school is monolingual. According to the statistics, multilingual advanced students have a more plurilingual posture than do beginners or students who learn fewer languages.

Ellis (2013) investigated the perspectives of English as a Second Language (ESL) teachers on the teaching and learning of multilingual languages. Teachers surprisingly acknowledged that although they are more conscious of their own plurilingual techniques, they still require assistance, time, and preparation to turn this awareness into practice, particularly in pedagogy. Similarly, Otwinowska (2014) assessed 230 Polish pre-service and in-service English teachers' levels of plurilingual awareness. While multilingual teachers are more fluent in several languages, the study's findings showed that respondents' awareness is correlated with both teaching experience and multilingualism. The researcher gained a greater knowledge of teachers' perceptions about teaching multilingual languages through focus group discussions with five in-service teachers. The recommendation was made to change teacher preparation programs to allow for the promotion of multilingual teaching methods in the classroom.

Corcoran's (2019) case study looks at how seven editors of scientific journals in North America and 55 Latin American health and life scientists feel about English being the primary language used for authoring scientific research from the perspective of academic researchers and editors. The study shows that when assessing the work of Latin American scientists who have been published in foreign scientific publications, editors and scientists have different viewpoints. To promote the active participation of Plurilingual scientists who speak English as a

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second language (EAL), these findings, when evaluated through a plurilingual lens, demand more equity-driven pedagogies, policies, and reflective practices.

In their empirical survey, Plastina and Selvaggi (2017) collected a sample of informants' opinions regarding Plurilingual Code-Switching (PCS) and their assessments of its acceptability from the Albanian, Occitan, and Filipino minority groups in the southern Italian area of Calabria. The results show a favorable view toward PCS, but they also pointed up clear linguistic discrepancies. Since it reveals the policies of individual communities to institutional language policymakers, a bottom-up approach may be considered at the grassroots level to better advance democratic language policies.

Plurilingualism as Pedagogy

Researches on Plurilingualism as a teaching strategy have been investigated by Kubota, (2016); Piccardo Puozzo Capron,(2015); May, (2014); Taylor & Snoddon, (2013); and Galante et al. (2019) and worked with seven university instructors to apply plurilingual practices to an English for Academic Purposes (EAP) program at a university in Toronto, Canada, in response to the need for the implementation of pedagogy that is linguistically and culturally inclusive in a nation with rising instances of multilingualism. Translanguaging, plurilingual identity, comparons nos langues, and intercomprehension are examples of four plurilingual practices that the researchers identified. They also proposed four frameworks for the successful implementation of the pedagogical shift in language instruction: weekly supervision with the researcher, the need for administrative support, the availability of languages other than English in the classroom, and the learner-centered nature of the tasks.

According to Lin (2013), there has been a paradigm shift in TESOL methodologies, which is a sign that plurilingualism is becoming more popular. She

used Hong Kong as an example, which has struggled to develop regionally relevant approaches due to its language purism ideals combined with the predominance of TESOL knowledge.

Troyan (2014) concentrated his research on the application of a genre-based approach in a writing class by a Spanish instructor of the fourth grade. Systemic functional linguistics (SFL, Halliday & Matthiessen, 2004, 2013) serves as a guide for this approach, which helps teachers create instructional interventions. This study is a response to the need for teachers to be encouraged to implement classroom activities that foster plurilingualism in France, Europe, and other nations. Designing a training program that fosters language teachers' awareness and plurilingual identity should be the main focus in language teacher development, according to the study. Furthermore, the plurilingualism agenda called for international cooperation in creating teacher preparation programs that legitimately use several languages and dialects and present all language learners and teachers as such.

Boeckmann (2012) sought to understand how national language teachers deal with the problem of plurilingualism, for which they are not required to be prepared at the beginning of their project. Based on the preliminary survey, this study demonstrates that there is a discrepancy between the actual resources and measures in this field and the perceived demands. The project's tasks, which included gathering and cataloging various materials, creating practice examples, and producing classroom videos that demonstrated the fundamentals of teaching a plurilingual dominant language, were then explained. In order to make these plurilingual majority language teaching principles easier for teaching practitioners to understand, the last step explains how they were formulated and organized.

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Esteve et al. (2015) conducted a study on the use of the Integrated Plurilingual Approach to guide Spanish schools in teaching additional languages and to assist teachers in making an informed transition to plurilingualism in order to conduct in-depth research on new pedagogies for this paradigm shift in language instruction. The study demonstrates that when the participating teachers are presented with the scientific ideas of the new model, they develop their own ideas regarding further language instruction. It comes to the conclusion that teachers who participate in the reconceptualization process are able to change the way they teach.

Also, Pinho and Andrade (2009) investigated how aspiring language instructors view multilingualism and how to instruct them in intercomprehension and multilingual education. The results showed that the student teachers' linguistic and professional imagery appeared to be affected by plurilingualism and its elements, such as interculturality and intercomprehension. According to this study, in order to change the idealized representations into realistic ones, student teachers must didactically re-learn the material or the transition of plurilingualism.

CONCLUSION

Countries with a large number of international students are familiar with plurilingualism since the educational environment fosters intercultural blending. Teachers, linguists, and researchers watch this phenomenon because it impacts the quality and performance of their students from diverse linguistic and cultural backgrounds. The difficulty is in facilitating the linguistic repertoire of students who are becoming more and more linguistically and culturally diverse.

The concept of plurilingualism allows us to reconsider the idea that language and culture are dynamic; it is not only freeing, but it also offers the

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possibility of innovative teaching methods. In response to this demand, internationalization initiatives in higher education institutions were started by exchanging international students from other nations in an effort to prepare for globalization and the inevitable economic growth of both nations. Furthermore, the adaptation of plurilingualism as a teaching approach in language classes could be a possible way to solve and increase the literacy rate among young learners at all levels, especially in the public sectors.

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