

**Researcher**

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**Title of Project**

Deconstructing the Binary: Exploring the Benefits and Challenges of Immersion and Plurilingual Pedagogy in Japanese and Canadian Universities

**Research Supervisor**

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**TIRF Research Topics Investigated**

- (1) Language Planning & Policy
  - (2) Plurilingualism in Educational Contexts
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**Project Summary**

Interest in multilingual practices in the language classroom has increased in recent years and is beginning to reach the field of English Language Teaching (ELT), although English-only policies remain widespread. In this context, my research consists of a double move: first, a critique of a monolingual disposition that places English at the top of a linguistic hierarchy and devalues learners' other languages, thus failing to tap into the linguistic resources that students bring to the classroom. This approach is connected to immersion pedagogy, which holds that target language (TL) exposure should be maximized, and that recourse to other languages interferes with TL development. On the other side of the debate, new plurilingual perspectives have emerged, arguing for pedagogies that take advantage of the complex connections between languages and language learning experiences, strategies, and competences. However, the simple opposition above fails to illuminate the many possibilities for language learning that exist on both sides of the divide and in-between. In the second move then, my study seeks to deconstruct the binary and explore how immersion can be combined with plurilingualism, applied in different contexts, learning activities, and stages of a lesson. This will be done by exploring the beliefs, policies, practices, and experiences of post-secondary English language teachers in both Canada and Japan, via a Mixed Methods Research design including survey, interviews, and classroom observations. The ultimate goal is to contribute to more equitable (Move 1) and effective (Move 2) language learning environments.