



The Multilingual University (TMU) promotes **linguistic diversity as resource not problem** in Anglophone higher educational settings. We view HE as a site of multilingualism and aim to develop plurilingual pedagogies, embed language-as-resource perspectives in institutional policies and practices & encourage HEIs to advocate linguistic & cultural diversity as a benefit for society and a matter of social justice.



What did the ChangeMakers team investigate? We conducted exploratory research into how PGT students made use of linguistic diversity on campus. Our staff-student team recruited PGT students taking modules in applied linguistics. We collected 46 online surveys, 11 reflective journals & 6 email interviews with journal participants.

What are the current questions & findings?

How do PGT students represent their multilingual repertoires as salient for the taught curriculum?

What do student experiences tell us about the 'plurilingual social actor' in Anglophone higher educational settings?

PGT students with no/ little experience of EMI

Multilingual resources enable grasp of subject matter

Plurilingual practices support working with content at deeper level than English only

Teaching experienced as monolingual & misaligned with plurilingual practices for learning

Multilingual resources enable content to be put to use

Plurilingual practices allow content to be related to culture & foster intercultural competence, critical thinking & the 'inclusive' curriculum

PGT students with more experience of EMI

A dynamic, powerful & affirmative identity positioning

enabling students to mobilise multilingual resources in all 4 language skills in their encounters with the taught curriculum.

An alternative & more egalitarian language identity

open to all regardless of origin or language(s). Sees all linguistic repertoires as uneven but capable of being mobilised for learning the taught curriculum & being developed in the process.

A socially-situated & emergent identity in HE space

shaped in interaction with pedagogical practices informed by HE teaching & learning agenda, e.g. active learning, collaborative learning, self-direction, critical thinking etc.