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This article is part of a collection of practitioner research on the theme of "Exploring Grassroots, Innovative, and Creative Approaches to Language Learning Materials Development Through Inclusive Practitioner-Research" for Issue 8 of the Learner Development Journal (LDJ8), edited by Anna Costantino, Assia Slimani-Rolls, and Nour El Houda Bouacha. Published once a year, each issue of the Learner Development Journal follows a Community of Practices approach over a period of approximately 18 months in which contributors work together, under the guidance of the editors, to share, respond to, and develop their research and writing.

Think Outside the German Box: Plurilingual Awareness Strategies for English Language Classrooms in Berlin

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Despite a growing interest in and around multilingualism and plurilingualism in language teaching in school context, many teachers still prescribe to monolingual approaches in their classroom practice. This applies especially to English language classrooms in which English-only policies and native speaker ideologies are still dominant at the expense of leading to feelings of guilt, reluctance, or frustration among students. Therefore, it is crucial to explore practical applications of plurilingual approaches and strategies and what they can offer in classrooms in terms of promoting and advancing a more egalitarian, linguistically just, and pedagogically motivating language instruction. Drawing on a small-scale autoethnographic study, in this article we explore the potential of plurilingual strategies in English language classrooms and how English language teachers can leverage students' plurilingual abilities. More specifically, the article examines the experiences of a novice teacher implementing plurilingual strategies in a Berlin classroom and the implications for language education policy. It also reveals the teacher's understanding of plurilingual competence and the various ways that plurilingual strategies can be integrated into English language teaching while in communication and dialogue with the university instructor during the internship. Our findings and understandings suggest that plurilingual strategies can raise awareness of student languages, affirm language identities, and promote more inclusive language classes.

教育現場での言語教育において、多言語主義や複言語主義への関心が高まりつつあるものの、多くの教師が教室内の実践において依然として単一言語アプローチに固執している。この傾向は特に英語教育の現場で顕著であり、英語オンリーポリシーやネイティブスピーカーのイデオロギーが今なお支配的で、その結果として、生徒が罪悪感や消極性、フラストレーションを感じる事態を引き起こすことがある。したがって、複言語アプローチや方略の実践的応用を探り、より平等で言語的に公正で教育学的に動機づけのあるインストラクションを教室内で推進することが重要である。本稿では、オートエスノグラフィー研究に基づき、英語教育の現場における複言語方略の可能性と、英語教師が生徒の複言語能力にどのような影響を与えられるかを探る。とりわけ本稿では、ドイツ・ベルリンの教室で複言語方略を実践した新任教師の経験と言語教育政策への示唆を検証する。また、インターンシップ中に大学講師とのコミュニケーションや対話を通じて得られた教師の複言語能力に対する理解や、英語教育に反映できうる複言語方略を明らかにする。研究結果は、複言語方略が生徒の言語に対する意識を高め、言語的アイデンティティーを肯定し、より包摂的な言語教育を促進する可能性を示唆する。

Keywords

English language teaching, plurilingualism, plurilingual awareness strategies, plurilingual tasks, inclusive language education

英語教育、複言語主義、複言語意識方略、複言語での活動、インクルーシブ言語教育

1. Introduction

Contemporary research has called for multi/plurilingual approaches in education for various reasons including more inclusiveness, social cohesion, effective teaching as well as justice (Cenoz, 2017; Kubota, 2016; May, 2014, Wei & García, 2022). However, specifically in English language classes, monolingual approaches can be systematically materialized with English-only mottos, and native-speakerism (Holliday, 2006). Ideologies are sometimes openly and sometimes subtly performed in tasks, instructions, and class rules.

Some language students are imbued with a sense of guilt, reluctance, or frustration when tasks like "English-only" are introduced into these lessons. These feelings often come from students being forced to use English. They may be negatively evaluated, even punished, if they don't. This is exemplified by the story of the "German Box," a box with speaking tasks designed by the English teacher for the students. Whenever the teacher caught a student speaking German, the box was handed over to that student to draw a task and prepare a talk for the next lesson. In this class where Philipp was an intern, the use of German in the English classroom was forbidden and punished accordingly. This experience was one of the main triggers for this practice-based inquiry. Having observed the silenced students who were ironically expected to speak more, we decided to reconstruct this monolingual box that closes the opportunities for languages other than English into a plurilingual box that is open to, and welcomes, all languages. Our hope was that our proposition of employing plurilingual strategies for English lesson plans could counteract the monolingual language policies and would raise consciousness for plurilingual pedagogies and be a hope for more inclusive language classes.

Departing from here, we, Philipp and Mine, have decided to conduct an autoethnographic research and report the collaborative writing process of the researcher (Mine) and the instructor (Philipp) in the implementation of plurilingual practices and strategies in English classes in Berlin, Germany. Drawing on our own autoethnographic vignettes and personal observation notes, we try to provide a first-hand account of classroom research on plurilingualism. To do this, we have looked into three key elements based on the existing literature and the dialogue and reflections we shared: the potential use of languages other than English, the pedagogical resistance areas of teachers, and the implications for the implementation of plurilingualism in English language programs.

Our research questions sprang from (a) Philipp's experiences and his dialogical engagement with Mine, as his internship lecturer, and (b) Mine engaging dialogically with Philipp. The three questions formulated for our practice-based inquiry are:

1. How are plurilingual strategies experienced by an English teacher in the classroom?
2. In what ways is teaching English experienced with plurilingual strategies in a multilingual English class?
3. What do plurilingual strategies bring into the English class in terms of cultural and social awareness, and identity confirmation?

2. Conceptual Framework

This exploratory inquiry stems from Philipp's puzzle about the English-only teaching practice in multilingual classes and Mine's concern about how to apply plurilingualism to practice in language classrooms. As we seek to understand the background of language teaching practices in Germany, we also would like to illuminate the pivotal concepts that inform our analysis of the current landscape of language education in Berlin's schools. Exploring the literature on monolingual habitus, plurilingualism, and plurilingual strategies paves the way for comprehending the underlying principles and frameworks that guide language education policies, both broadly and within the specific context of Berlin's unique educational environment. However, as the main aim of this article is to focus on the implementation of a series of pedagogical tasks seeking to dwell on the linguistic repertoires of the students and facilitating the ensuing dialogues and learning that takes place, we are not going to go into the details of the concepts, but rather provide a broad map of the concepts and conceptual

frameworks that are critical for understanding the perspectives we are relying on and the practices informed by these perspectives.

2.1. Monolingual habitus in the German school system

Why the trouble advocating plurilingualism in education? This is a legitimate question for us as educators, and the answers are there when we delve into the system of schooling and language policies of Germany. Going back to the 19th century, Germany embraced a tradition of monolingualism among its populace leading to the concept of the "monolingual habitus" that became a fundamental and integral component of the German state school system (Gogolin, 1997; 2008). This inclination is still evident to this day in educational standards, structural precedents, and the school curricula. Additionally, the tradition of monolingualisation influences the language-oriented perspectives, attitudes, and actions of educators, which in turn make it difficult for school children living in a multicultural and multilingual society (Gogolin, 1997).

In multilingual societies, not only the national languages but also other dominant languages, often tied to power, can impose a monolingual habitus. The socially and politically defined boundaries of such "named languages" as English are politically constructed and ideologically bound (Otheguy et al., 2015, p. 281). English, for example, possesses market value, therefore is externally imposed, enforcing specific sociocultural and political norms, thereby limiting linguistic diversity.

The monolingual habitus can be acknowledged in English language classrooms where the dominant ideology of native-speakerism (Holliday, 2006) prevails, reinforcing English as the exclusive medium of instruction. Native-speakerism establishes a normative perception of English and its pedagogy, influencing how teachers and students perceive their linguistic and cultural identities. This ideology often creates a dichotomy between those perceived as native and non-native speakers, shaping interactions within bilingual families, diaspora communities, education systems, and academic discourse (Swan et al., 2015). English thus maintains its stronghold within the classroom environment, resisting the inclusion of learners' languages during instructional hours.

2.2. Plurilingual Classrooms and Students

Plurilingualism has been defined by the Council of Europe as "the repertoire of varieties of language which many individuals use, and is therefore the opposite of monolingualism" (Beacco, 2007, p. 8). In this sense, a plurilingual classroom is a classroom in which the strategy is to embrace and exploit the linguistic and cultural diversity of the students in order to maximize communication, subject learning and plurilingual/ pluricultural awareness (Piccardo et al., 2021). This definition is distinct from multilingualism, which, in contrast, is understood as a situation where various languages coexist within a specific geographic area, with individuals potentially speaking only their distinct language and these languages being utilized independently of one another (Cenoz & Gorter, 2013). In other words, multilingualism is used to refer to the coexistence of different languages at the social or individual level, while plurilingualism describes the dynamic and developing linguistic repertoire of an individual user.

2.3. Plurilingual Strategies

While focusing on a plurilingual lesson plan of English for this inquiry, we considered the five strategies from the Plurilingual Guide by Galante et al. (2022) as a reference point.

The researchers introduce (a) cross-linguistic comparisons, (b) cross-cultural comparisons, (c) translanguaging, (d) translation for mediation, and (e) pluriliteracies as plurilingual strategies for teaching, which they explain as follows:

a. **Cross-linguistic comparisons:** Engaging students in comparing linguistic features such as grammar, syntax, phonology, and morphology, as well as language use across languages can enhance learning and value their linguistic repertoire.
b. **Cross-cultural comparisons:** Learning a new language offers an opportunity to explore diverse cultures, customs, values, beliefs, and language usage. Cross-cultural comparisons foster critical thinking, highlight knowledge construction, and expose students to various cultural perspectives.
c. **Translanguaging:** Plurilingual individuals are recognized as those who engage in translanguaging. They possess a diverse set of linguistic and other semiotic resources, allowing them to leverage their knowledge in any language they are proficient in, depending on the context.
d. **Translation for mediation:** Incorporating translation activities, such as translating new vocabulary into known languages, enhances engagement and retention.
e. **Pluriliteracies:** Plurilingual instruction views students as active social agents utilizing diverse literacies like visual representations, photographs, gestures, and digital skills.

3. Methodology

3.1. Autoethnography

We base the research methodology of this study on autoethnography, a qualitative research methodology that combines elements of autobiography and ethnography. In language research, autoethnography is an approach to understand language learning, language use, and language identity from an individual's perspective (Boylorn & Orbe, 2014). We strive for exploring the possibilities and advantages of plurilingual means for language classes and also for connecting our personal experiences to wider cultural, political, and social understandings.

The article itself talks at times, and we create dialogues for ourselves and the reader through the personal and narrative-driven flow of autoethnographic writing (Boylorn & Orbe, 2014). In this way, we believe we can convey our experiences, insights, and interpretations better to readers.

This research involves the researcher and the teacher—us—reflecting on our personal experiences within the classroom culture and using our experiences to gain insights and to generate knowledge about specific settings, which in this case, is the multilingual English classes. Since our research questions are inquiring what we would like to implement and see in English lessons based on plurilingualism, our perspectives and experiences are definitely very connected to the questions themselves.

Therefore, this research involves self-reflection driven with our own personal experiences with languages; a year-long fieldwork that encompasses an English lesson plan with plurilingual tasks; teaching and observations; data collection from own personal narratives and field notes;reflexive analysis of data, interpretation of the findings, and writing process.

To ensure the privacy and anonymity of our participants, we have refrained from identifying the students or the school where we gathered data. Given our extensive experience working across various schools and with numerous students, the particular class in which we introduced the plurilingual lesson remains unidentifiable among the broader context of our research.

3.2. Our stories along with the German box

"Mine" the researcher: I have been offering courses at Humboldt-Universität zu Berlin (HU Berlin) since 2019 which focus on ecology of Englishes and critical literacies. I have also observed many language classes during internship semesters and have discussed with prospective teachers ways to promote social justice and create more equity in earning environments by being more inclusive of students' plurilingualism. By employing translanguaging as the main approach and encouraging students to use their linguistic repertoire in learning English, plurilingual tasks provide both an identity confirmation and empowerment on students' part. By opening up space for translanguaging, students' languages find meaning and place in the educational setting that leads to a promotion of greater equality and inclusivity. I believe that simply acknowledging linguistic diversity in classrooms is not enough however; teachers must actively incorporate and celebrate this diversity in their teaching. For this to be successful, teachers need the necessary skills and practical models to effectively implement plurilingual strategies.

I consider myself an engaged language teacher, a critical teacher educator, and a researcher committed to multilingualism and plurilingualism in education. I was born in a bilingual family with an American mother and a Turkish father. I was raised in a country built up on monolingual ideologies that made life difficult in many aspects for many schooling kids whose home languages were minority languages. I married a Kurdish man and acknowledged the political situation of the education system even more widely and deeply. We moved to Berlin, and I was introduced to some other kind of monolingual norms in Berlin schools where I supervised many prospective English language teachers during their internship semesters at HU Berlin. Through this experience, I observed language classes and discussed pedagogical approaches with mentors and teachers, some of whose pedagogical practices followed the "monolingual habitus" by neglecting the unique opportunity to turn students' plurilingual abilities into pedagogical strategies. As I started working on small-scale projects on plurilingual strategies with English teachers who work in Berlin schools that can potentially have more than 30 different languages, I understood more deeply the necessity and potential of integrating plurilingualism into language teaching. This made me realize even more the significance of having direct contact with the key actors who are teaching in their own settings, but who are mostly not close to the world of academia and policy makers. It is the language teachers, however, who can provide us with a solid grounding from which viable perceptions on the use of languages can be crafted. I am lucky to have met Philipp who made it possible to create a dialogic path for plurilingualism.

We, I and Philipp, opt for autoethnography for similar reasons; however, our journeys are distinctly different. My introduction to autoethnography with Philipp was unexpected. I met him as an undergraduate student at HU Berlin where Philipp was then focusing some of his studies on critical literacies, multilingualism, and World Englishes. So when I met Philipp - once again - during his English internship period at a school with 33 languages, in a class of 9 languages, he told me the story of the German box. The box itself reminded me of Pandora's box. It seemed like a curse, a punishment on students with the way it was designed and implemented; however, in a plurilingual reality it could be turned into a resourceful tool. With the idea of plurilingualism in mind, Philipp and I decided to make our research serve as a pillar for reconstructing the story of the German box. This collaborative endeavor of ours is an attempt towards generating knowledge and practical strategies to support teachers in developing plurilingual skills and models. We would like the German

box to transform into a plurilingual box in and from which all languages are welcome and acknowledged.

Philipp has carried out a narrative ethnography, something like a bridge between his academic curiosities and personal lived experience. His story tells the bitter truth of the realities - the gap between what he has learned throughout his studies and what he faces in his work places; that is, the schools and also the challenges, the spaces he tries to open up for what he truly believes in. My story accompanies his story with my observations as an academic, teacher, and plurilingual person in the transnational community in Germany.

"Philipp" the teacher: In 2021, I enrolled at HU to pursue a Master of Education degree, aiming to become an English teacher. Throughout my studies, I have become particularly interested in linguistically diverse classrooms in Berlin. I studied pedagogical concepts such as language awareness and translanguaging (Wei & García, 2022) and came across notions like native-speakerism (Holliday, 2006), World Englishes (Kachru, 1992) and homogenization (Flores, 2014). These concepts brought me to reevaluate who truly "owns" English and to scrutinize the underlying institutional raciolinguistic policies, prompting me to consider my future role in either enforcing or challenging these structures.

Furthermore, my studies included critical literacy teaching theories developed by Freire (1970), Ada (1988a, 1988b), and McLaughlin & DeVoogd (2004), which profoundly challenged my own perceptions of education and language. Teaching English started to represent more than the mere transmission of language (Freire, 1970); it emerged as a powerful tool to confront injustices—a personal understanding that positions teaching English not just as language instruction but also as a potential decolonizing project, woven into the fabric of history and diversity (Wei & García, 2022).

With the knowledge and questions gained from my previous coursework, I began my internship at a secondary school in Neukölln, Berlin. During this time, I had the opportunity to observe a variety of English language classes, with a specific focus on a ninth-grade class (14 - 15 years old). One of the things that stood out to me was the "German box" - a tin box in the shape of a red British phone booth filled with snippets of paper containing 1-minute speaking tasks for the students in the class. Whenever the teacher caught a student speaking German, the box was placed on their desk. This way, the box could wander around the room throughout the lesson. The student who had the box on their desk at the end of the lesson had to draw a task and prepare a talk for the next lesson. These tasks included prompts such as "talk about the last book you read" or "tell three jokes to the class." Here the use of German in the English classroom was penalized.

The German box practice resulted in a dynamic of its own. The box was moved independently by the students to other desks. After the teacher made it clear that only she was allowed to rearrange the box, there were more interruptions where students reported each other for speaking German—nobody wanted to end up with the German box. It became apparent that there was a certain arbitrariness on the part of the teacher as to when and against whom she penalized the use of German and when she did not. I had the impression this negatively affected the relationship of trust between the students and the teacher.

This experience functions as one example of the glaring gap I experienced between the discourse at university and the practices in schools. There seemed to be a disproportionate focus on language purity, with less emphasis on empowering students to express themselves and be heard. After discussing my observations with Mine as my mentor in my internship, she encouraged me to design a lesson that would empower students through plurilingual teaching strategies.

3.3. The School Setting and the Plurilingual Lesson

3.3.1 Overview of the Gymnasium

In Berlin, a "Gymnasium" is a type of secondary school that typically spans six years, covering grades 7 to 12. This educational path is focused on academic learning and culminates in the *Abitur* examination after grade 12, which serves as the qualification for entry into higher education.

Students are obliged to learn a foreign language starting at the age of 8 or 9 in the third grade, with English typically being the first language choice. Several primary schools in the state of Berlin even offer English starting from the first grade when students are 6-years old. By the time students reach grade 9 (14-15 years old), most have been studying English for about 7 years, and at this stage, within the Gymnasium system, they are expected to have reached B1 level according to the Common European Framework of Reference for Languages (CEFR).

I (Philipp) began my internship at a Gymnasium, located in Berlin Neukölln, a culturally diverse district. The student body at the school is also diverse, with two thirds of all students speaking a language other than German as their family language. Moreover, the school offers extracurricular activities and provides welcoming classes that are designed for newly arrived students with limited or no proficiency in German (Neumann et al., 2019).

3.3.2. Plurilingual Lesson

I will continue by presenting an English lesson plan, including the plurilingual tasks, as well as strategies used by students. I follow this with a reflective discussion between Mine and myself, including example language portraits and reflections produced by the students. By separating the plurilingual English lesson into these two parts, I aim to make it easier for my peers to follow along and understand how the lesson was implemented, as well as to engage with the discussion and reflections that Mine and I had after the lesson.

The lesson plan below outlines activities designed to help students reflect on their language backgrounds and experiences.

Description of Students: Grade 9 (14-15 years old), B1 English level

Lesson Length: 45 mins

Lesson Objectives - Students will be able to

- Reflect on their language backgrounds and experiences.
- Use multiple languages and mix languages in communication.
- Build community and understanding among students with diverse language backgrounds.
- Express personal experiences in writing by using a mix of languages.

Materials Needed:

- Music
- Body outline templates and crayons
- Writing materials

Room Setup:

- Tables and chairs are arranged along the sides of the room, leaving a spacious open area in the center.

Activity | Time	Procedure	Materials
Opening (10 mins)	Standing in a circle, each student shares their name and a language they would choose to wake up speaking fluently the next day	None
Atom Game (15 mins)	Music & Movement: Play music; students move freely to the beat. Grouping: When music stops, call a number (e.g., "Four atoms!"). Students form groups of that size; those left out just join a group. All groups discuss the same question given to them for around 2 minutes. Start music to break up the groups and start a new round. Use of English: Instruct students to use as much English as possible, filling in with other languages as needed. Reflection: After several rounds, ask: "What did you learn about your classmates? What surprised you?"	Music Discussion Prompts: How many languages do you speak, and how well? / Which language do you use daily, and why? / Do you feel different when speaking different languages? / Which languages are accepted in your environment? Are there any languages you can't speak somewhere? / Identify the least represented language in the group; teach a short phrase to others for presentation.
Language Silhouette (10 mins)	Students draw their languages inside body outlines, using colors and placing languages in different parts of their body (head, heart, hands etc.). Students present their portraits to a partner, explaining why they have placed each language in a specific place, as well as the choice of color.	Body outline templates, crayons
Writing (5 mins)	Students write a short text describing their language portrait, using around 50% English.	Writing materials
Wrap-Up (5 mins)	Each student shares "How are you now?" and "One takeaway from the lesson."	None

Figure 1. Plurilingual English Lesson Plan

4. Discussion

When we revisit our research questions, three main reflections stand out for our discussion. Philipp's reflections on his lesson allow us to understand how teachers can employ plurilingual strategies to create a space for students to use their knowledge of different languages and to empower their student selves and language learning processes through this awareness. Accordingly, we propose the term "plurilingual awareness strategies" (PAS) as a more precise descriptor than the generic label "plurilingual strategies." Mine's reflections on the lesson itself and the discussions with Philipp dig into the ways of how teaching English could be experienced with PAS in a multilingual English class. The last part of our discussion explores the relation of PAS with cultural, social awareness, and identity confirmation. We look at this through the lens of pedagogical resistance areas and identify areas with room for improvement.

4.1. Our reflections on the lesson

Philipp's reflections: The lesson's goal was to encourage students to express themselves in a variety of languages by encouraging them to understand and appreciate their diverse linguistic backgrounds. On the whole, the students responded well, though some of them expressed excitement and agitation due to unfamiliarity with the new rules, which shifted away from a traditional monolingual approach. Furthermore, the unusual classroom setup, with desks and chairs pushed to the sides of the room to create open space, sparked their curiosity. Overall, I experienced a fairly inclusive atmosphere during the lesson.

The simple opener of asking what language they would like to wake up speaking fluently served as both an icebreaker and a link into our main topic. It encouraged students to reflect on their language preferences and desires while immediately highlighting the linguistic diversity in the classroom. Some students responded to the question in terms of academic success, mentioning languages such as French or English that they were struggling with in school. One student mentioned Mandarin Chinese due to its complexity, its significance as one of the most spoken languages in the world, and the low effort required to learn it in this scenario. Others mentioned learning the languages of their parents, grandparents, or other relatives as a way to connect more deeply with their cultural heritage.

The Atom game served as a catalyst for students to reflect on their diverse range of language experiences. Students shared insights into the number of languages they could speak, where and from whom they learned these languages, and the contexts in which they commonly spoke them. They also highlighted different emotions and perceptions they experienced in sharing their language diversity: Some students were surprised by the diversity of languages used by their peers, especially those close to them. For instance, many students were unaware that one girl's home language was Thai.

Creating their language portraits (see Figure 2) served as an intuitive introspective activity for the students and provided them with a visual representation of their linguistic identities. Pairing up, they shared their creations, fostering meaningful dialogues about the reasons behind their choices and the symbolism of colors. Some students used national flags to represent languages (as in the portrait on the right in Figure 2), indicating a strong connection between language, cultural identity, and strong beliefs in the nation-state construct. The use of national flags highlights the significance of language as a cultural marker influencing the sense of self.

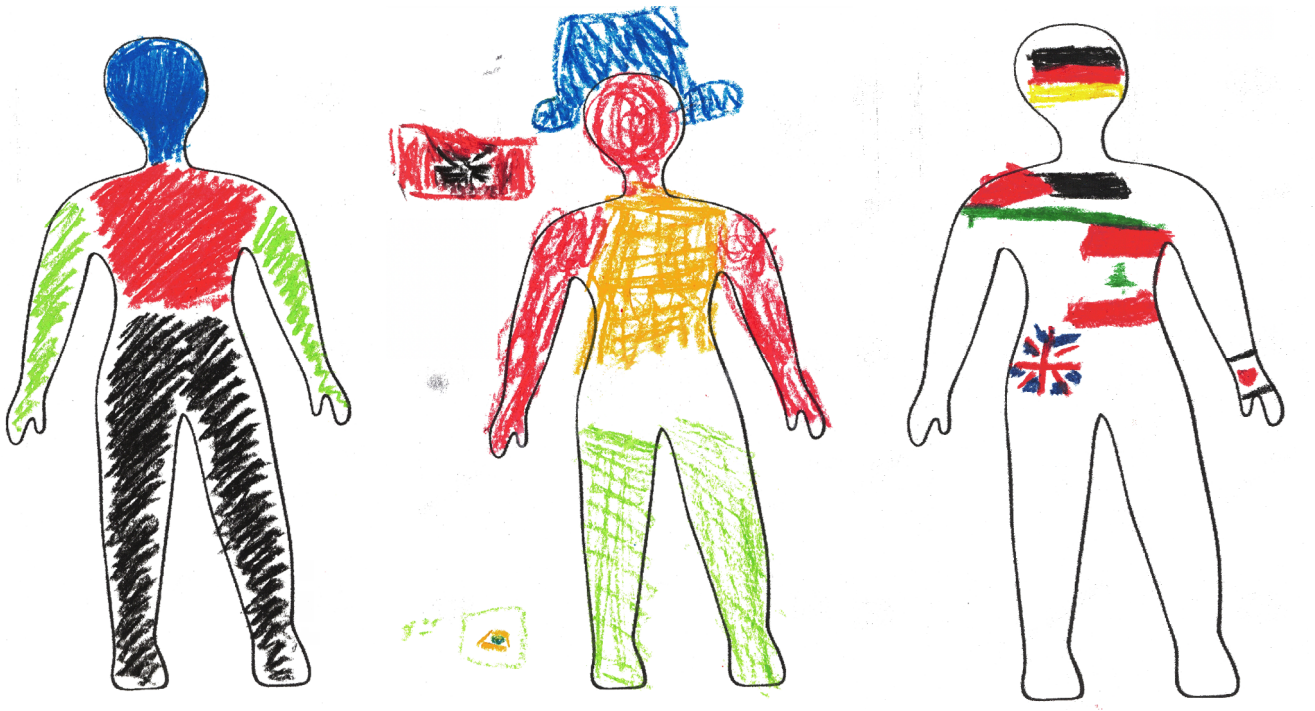

Figure 2. Student Language Portraits

Transitioning from the visual and oral aspects of the lesson to the written, students transformed their reflections into short personal texts. This not only reinforced their newfound insights, but also gave them an opportunity for them to express themselves meaningfully while using at least 50% English. This translanguaging approach to writing can be viewed as an artistic expression, as well as a linguistic representation of their identities, as shown in these three student commentaries:

> I choosed bleau for German in my head because I think in German and I speak German the most of the time. I choosed red for Arabic in my heart because Arabic is my motherlanguage. I choosed black for English in my legs because I don't speak that Language often. I choosed green for french because i like french and I like green.
>
> I was born in Germany. So I speak and think German So I drew the German Flagg at my head. I drew the Lebanese Flagg in my Heart bc its my mother language. I dont speak Arabic all the Time I usually speak German. I drew the UK flagg in my hips. I speak English every Day with friends out fun. And I speak with my Mom English too but just for fun. I love the English language.
>
> أنا ما بحكي عربي كثير، بس بعرف أكتب وأقرأ. أنا بحكي مع أمي وأبي خليط عربي وألماني، بس بحكي ألماني أكثر.[1]

(originality and anonymity preserved)

Overall, I experienced the students as being very motivated to complete the tasks. The lesson provided an opportunity not only for me and the students to explore the variety of languages in the classroom, but also for their regular English teacher to view linguistic diversity from a different angle. Given the striking difference in student engagement when plurilingual strategies were employed, this plurilingual lesson sets out to be an example for the role of these approaches in motivating English language learning.

1. I don't speak much Arabic, but I can read and write. I speak a mixture of Arabic and German with my mom and dad, but I speak more German. (DeepL, 2024)

Mine's reflections: I was Philipp's instructor during the internship period that lasted for six months so I had a chance to observe his classes more than once during that time. One of the very first notes from my class visits said: "Philipp is quite attentive - also tries to connect on an emotional level, asks students personal experiences. He immediately understood *trust* is an important issue and connected immediately with students on a different level." That's exactly when I realized Philipp is a teacher with a conscious mind of different layers of understanding and appreciation. My observation notes found meaning when I had a chance to observe Philipp's English lesson with plurilingual strategies.

Philipp prepared the plurilingual tasks with diligence. He did not instrumentalize or manipulate them for his own benefit, but opened up space for the students so that they could personalize the tasks. The plurilingual tasks presented during the lesson were welcomed by the students although they were initially surprised at being allowed to use their own languages. One of the students asked the teacher if he could really use his home language—also a shared language with some other students—during the task. I realized that students were a bit unsure and hesitant about the idea of speaking a language other than English in the English classroom and waited for confirmation from the teacher before they went ahead with the plurilingual tasks.

The lesson itself had a different flow of energy as it was the first time that the students were invited to join some activities with their own languages. The students contributed with their first or home languages, some of which were Arabic, Croatian, Danish, German, Polish, Russian, Serbian, Thai, and Turkish. It seemed like they were proud to be able to display a part of their multiple identities which may have led some of them to drawing flags next to some of the languages they could speak.

My interpretation is that the students almost immediately started employing the plurilingual strategies of pluriliteracies (Galante et al., 2022). The students became active, critical social agents. They purposefully and collectively transformed the "silhouette task," intended to open space for home languages, into a diverse visual task that showcased their linguistic and cultural backgrounds through languages and flags. During the portrait task where students are usually expected to represent their plurilingual identity, the students added the multilingual texts, the flags, and they orally presented their portraits afterwards.

As Galante et al. (2022) propose in their research project "Plurilingual Shift in Language Learning," I was able to observe that, when given the opportunity, these students also made use of translation for mediation and cross-linguistic comparisons via comparing meanings and linguistic features across the languages they spoke. Working metacognitively, they explored the pronunciation and the translation of various words and sentences. The teacher gave them the task of teaching each other one sentence of their languages to show how the task could be represented and explained in languages other than English.

I could see how translanguaging proved effective for them in grasping content in a new language (Galante et al., 2022). Translanguaging could be seen in the natural flow of how the students excitedly exploited all languages they knew, interplayed with the materials in these languages, as well as how they in fact brought their completed tasks to a discussion in English at the end. Some students employed the postponing strategy (Plurilingual Lab, n.d.) at times when they were stuck on a word in English. They then discussed and confirmed it with some other students who speak the same home language before they went on with the English version.

As a final note from my observations, I could wholeheartedly say that the PAS functioned in a natural flow and with a great stimulus when the teacher encouraged the students with

the specific task instructions prepared for this lesson. The class spirit was really high at the end of the class hour. I could see that the students were still talking about the languages they discovered among class members. What caught my attention the most was that the student speaking Thai was surrounded by some students who were very interested in getting to know more, not only language wise but also more about herself and her identity. Her use of Thai suddenly made her popular and one can say that she was happy to get the attention and the rest were happy to confirm this. Languages in this lesson became a proud reflection of the students' identities, of who they are.

4.2. Our reflections on the pedagogical resistance areas of teachers

Pedagogical resistance for us refers to the difficulties and roadblocks that arise when trying to implement plurilingual strategies in the classroom. The reflections that follow on particular cases of resistance highlight the continuous effort to close the gap between educational theory and real-world application while providing insights into the challenges of overcoming these obstacles.

4.2.1. Pedagogical resistance areas encountered by Philipp

Philipp: I have encountered some areas of resistance further along my teacher education. These instances occurred after I implemented my plurilingual lesson and discussed it with Mine.

The first one of these instances is the roundtable discussion. Attending a winter school event at HU, Berlin on "Exploring plurilingual and multilingual teaching practices" was a thought-provoking experience. After a panel discussion on plurilingual teaching practices, I engaged with a teacher trainer who raised concerns about the practicality of plurilingual strategies. He argued that English speaking time was already limited, and incorporating other languages might further reduce it. This conversation reinforced the challenges of bridging theory and practice in the classroom.

After finishing my Master of Education, I started teacher training. I had to confront my own internalized monolingual habitus. In the first weeks, students would ask me questions in German, and I would respond in English. However, I soon realized that allowing this would impact my final teaching exam negatively, having in mind the system I was entering. I faced the dilemma of promoting English as the classroom language, even though we all knew German.

To challenge this, I adopted a humorous approach by pretending not to understand German during lessons. However, this strategy backfired in one instance when a student excitedly shared a story in German, only to be met with my feigned confusion. When I asked him to repeat it in English, he suddenly lost interest and claimed his story wasn't important. This incident made me realize that I had unintentionally stifled communication.

4.2.2. Mine's reflections on pedagogical resistances

Mine: From my own observations, I can express that the monolingual tendency is deeply rooted both in society at large and in language teaching and also in academia in Germany. That is the case despite the fact that linguistic diversity is the defining character of Berlin, where I have been living for seven years now. This kind of monolingual positioning inevitably spins on all the wheels of the system, including schools. During my school visits I have encountered many incidents that vote for the monolingual habitus in English language classrooms. Some were subtle, but others were direct like the example of the German box.

The insistence on native-speakerism and an English-only perspective are still out there in our English language curricula and in the mindset of English teachers. Although many students are plurilingual and can employ elements from their languages in additional language classes if given the opportunity, the boundaries between their own languages and target languages are "defined or hard" in school settings (Cenoz & Gorter, 2013, p. 592). Cenoz and Gorter (2013) rightly argue that English language teachers are expected not only to use only English, but also to avoid referencing elements from their first languages or other languages they have in their linguistic repertoires. Moreover, teachers can also refrain their students from speaking German and all other languages that are in the students' repertoires by introducing strategies such as the "German box." In our case, the English teacher uses the box as a restrictive method to prevent students from using other languages. She treats it as a Pandora's box full of evil languages, and therefore students who use them are punished because students should only speak English in an English class.

Task instructions, clarifications, feedback mechanisms, and praising are also carried out only in English, which mostly restricts the emotional and motivational aspects of the language learning process.

With a plurilingual perspective in mind, we sought to make our research a cornerstone in reconstructing the narrative surrounding the German box. We envisioned transforming this box into a plurilingual space where all languages are valued, enabling students to use their diverse linguistic repertoires to express their cultural and social identities, thereby fostering additional language learning.

5. New Questions and Renewed Struggle

There may be many questions revolving around the plausibility of the implementation of PAS in English classes. Research states that time- and content-related questions on such plurilingual lesson plans and more questions in terms of teacher training, material use, motivation, identity confirmation, and investment (Cummins, 2006; Darvin & Norton, 2015; De Costa & Norton, 2016) are just some that promptly stand out.

What has been discussed throughout this inquiry is the frequently-overlooked practice-based aspect of plurilingualism in language education. We realized the need of plurilingual lessons in the multilingual classrooms of Berlin due to our encounter with many student languages. Our readings, discussions, and enthusiasm facilitated a plurilingual lesson plan for the English class. The lesson itself became an engaging practice connected to students' life paths, encompassing their linguistic repertoires, cultural backgrounds, and educational customs.

However, much work will be needed to exploit the full potential of plurilingualism in teaching languages and in what other ways it can contribute to inclusive education. What we have worked on serves as an example for an English language lesson plan advocating for plurilingualism. We hope many teachers may benefit from it and take it to the next level.

In conclusion, it is crucial for teachers and language policy makers to keep in mind that many students in Berlin undertaking the acquisition of an additional language are plurilingual. Some have received education in diverse cultural traditions, educational systems, and communities, and they often possess a repertoire characterized by diversity. Therefore, this multifaceted linguistic and cultural repertoire must be acknowledged as valid within the educational context. This can be done through the inclusion of plurilingual competence and strategies by teachers and in the curricula of language classes. This is how we can achieve more meaningful tasks and inclusive activities and maintain students

with strong drive and genuine interaction. This is also how we can break the monolingual mindset that is forced upon the students' lessons and their lives.

Review Process

This article was open peer-reviewed by Shu Hua Kao and Akiko Takagi of the Learner Development Journal Review Network. *(Contributors have the option of open or blind peer review.)*

Author Bios

Dr. Z. Mine Derince is a teacher educator, a researcher, and an engaged language teacher committed to fostering criticality in English language education. She has been offering courses in Master of Education at the English Language Education Department, Humboldt-Universität zu Berlin since 2019 and she works on curricular projects on plurilingual strategies and critical literacies with English teachers. Mine also has many years of experience in İstanbul at Marmara University School of Foreign Languages as an instructor, academic coordinator, and administrator. Her research interests mainly include critical literacy, plurilingualism and multilingualism, language planning and policy, language curriculum and material design, and World Englishes. She has presented papers at international conferences, published articles in educational journals, coordinated and participated in research projects on family multilingualism, plurilingualism, social cohesion and ELF awareness.

Z. Mine Derinceis教授は英語教育における批判的思考の育成に従事する教師教育者、研究者、そして実践的な言語教員である。2019年よりベルリンのHumboldt- Universität zu Berlin英語教育学部の教育学修士課程で授業を担当し、英語教員と共に複言語戦略と批判的リテラシーに関するカリキュラムプロジェクトに取り組んでいる。イスタンブールのMarmara University School of Foreign Languagesで教員、アカデミックコーディネーター、運営者としての経験を有する。批判的リテラシー、複言語主義・多言語主義、言語政策・計画、カリキュラム及び教材設計、World Englishesの研究に関心がある。国際会議での発表、教育ジャーナルへの執筆、複言語主義、社会的結束、ELF（共通語としての英語）への意識、そして批判的教育学に関する研究プロジェクトに参加している。

Philipp Rost earned his Bachelor's degree in English and Theatre from HBK Braunschweig and TU Braunschweig, followed by a Master of Arts in Theatre Education from UdK Berlin. He also holds a Master of Education in Theatre and English from UdK Berlin and HU Berlin. He has extensive experience in theatre education, having worked in the theatre education department at Schaubühne Berlin. Currently, he has completed a teacher training program and serves as a high school educator in Berlin, teaching English and Theatre. His teaching philosophy focuses on fostering empathetic dynamics in the classroom and helping students find their voice, with a keen awareness of addressing power dynamics within the school environment.

Philipp Rostは、HBK BraunschweigとTUBraunschweigで英語と演劇の学士号、UdK Berlinで演劇教育の修士号を取得する。UdK BerlinとHU Berlinで演劇と英語に関する教育学修士号も取得し、Schaubühne Berlinの演劇教育学部での教授経験を含む、演劇教育の分野で豊富な経験を有する。教員養成プログラムを修了後、現在はベルリンの高校で英語と演劇を教える教育者として活躍している。教育方針として、学校環境下の権力的なダイナミクスへの意識を持ちながら、教室内での共感的なダイナミクスを築き、生徒・学生が自身の意見を表明する力を引き出すことに重点を置いている。

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