Context-driven research on and for multilingual learners:

Developing and disseminating a research agenda for international education

Eowyn Crisfield

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This submission for PhD by Published Works is the culmination of over 30 years in teaching, and over 20 in research. Along the way, I have been supported personally and professionally by family, colleagues, and mentors, many of whom I now also consider friends.

At the beginning of my journey was my parents, who in refusing to have a television in the house set me off on a lifetime of reading and learning. Encounters with inspiring and successful researchers and mentors along the way – Professor Elizabeth Gadbonton (Concordia University), Professor Joanna White (Concordia University), Professor Jane Spiro (Oxford Brookes University) – all convinced me that I can do research not only by telling me that I could, but by showing me as well.

The research presented here has involved parents, teachers, school leaders, across countries and continents. It is impossible to name them all but I acknowledge that without them, I would not be doing the work that I am today. They have inspired me with their dedication to the young bilinguals in their care, and to working diligently to find the best way, and not the easy way. In particular, I am grateful for the collaboration of Alexandra Holland and Isla Gordon, who have been a part of several projects with me and are still on board for more!

The challenge of writing this critical analysis has been a journey of retrospection and introspection, as I considered what makes me a researcher, what my research is really about, and how I choose to communicate my research with others. I am grateful to Oxford Brookes University for allowing me to continue to sit on the fence, with one foot in the world of research and one still firmly in schools, and in particular to Professor Jane Spiro and Dr Sandra Kotzor for their insight and determination for me and with me, and to Dr Susannah Wright for holding my hand along the way.

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Abstract

The publications submitted as the body of research for this PhD by Published Work are the result of four research projects, spanning 20 years of work over four continents with families, organisations, and schools. At the heart, they tell the story of a journey from practitioner to mentor researcher, from insider to outsider to inbetweener researcher, and from academic writer to blogger and back again, all through a programme of research designed to help parents and educators support bilingual children. In practical terms, they offer insight into the school change process for supporting bilingual learners, whether it be through programme structure, curricula, or pedagogy,

The four research projects are focused on different aspects of second language acquisition research, in homes and in schools. The publications stemming from the research projects include one book, five peer-reviewed book chapters, and one peer-reviewed journal article. The choice of media for publications is connected to my continuing efforts to make research accessible and useful for the participants themselves and for the wider education field. The projects are connected to each other through their thematic links to second language acquisition and are designed to create situation-specific understanding about how families and schools can best support the development of bilingualism. They are also linked by an emerging focus on case study methodology, by my hybrid role as a teacher-consultant-researcher-mentor and by my positioning as an inbetweener researcher in the organisations I collaborate with professionally.

This thesis, and the publications submitted with it, represent a significant portion of the current research on linguistic diversity in families and schools in international contexts. They offer various stakeholders empirically based models of support for multilingualism in development, and a more ethical way forward for international education.

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Glossary

AAAL: American Association for Applied Linguistics

BAAL: British Association for Applied Linguistics

Bilingual/multilingual: Children who use or are learning two or more languages (used interchangeably)

CAAL: Canadian Association for Applied Linguistics

CEGEP: Collège d'enseignment general et professional (College of general and professional education)

CIS: Council for International Schools

DP: Diploma Program (IBO terminal program)

EAL/ESL/ELL: Students who are learning English in English medium schools

ELT: English as a Foreign Language Teaching

EMI: English Medium of Instruction (schools)

IB/IBO: International Baccalaureate Organization

ISJ: International Schools Journal

L1/Home language: first languages developed from birth

L2: Second or additional language/s

NALDIC: National Association for Language Development in the Curriculum (UK's EAL Subject Association)

SIG: Special Interest Group

SLA: Second language acquisition (research)

Chapter 1 Introduction

The research presented as published works in this dissertation represents over 20 years of engagement with questions arising from the field of second language acquisition (SLA), beginning in my early teaching days in Montreal, and shifting into the world of international education, which is where my current research interests remain. The projects described explore different facets of SLA from the perspective of teachers, school leaders, and parents. Each research project was driven by a key question in my work as a teacher or as a consultant. In all cases, I looked to the applied linguistics research base for potential answers and found gaps between the research and my context. It is this relationship between context and research that underpins my projects, and informs both my approaches to research and my approaches to knowledge-sharing. In order to focus deeply on individual contexts, my research has been carried out by case study, allowing me to explore with my readers the complexities of the linguistic ecology of international schools and the concomitant impact on learners. It has also allowed me to highlight for the sector the importance of research in and for international education, rather than simply accepting research from other contexts as adequate. The aggregate of the case studies presented forms a considerable portion of the research base on language learners in international schools currently.

In this critical analysis I will review relevant literature on international education, second language acquisition (SLA), and translanguaging, which are central to my research projects. I will then discuss my methodology, my positioning as a researcher on various points of the insider-outsider continuum, and my considerations of audience and voice in knowledge-

sharing. This is followed by summaries of my research projects and the publications, describing the originality and impact of my research. I will conclude by discussing my current research and the continuation of my research agenda.

1.1 Concerns

As a graduate student and teacher of English as a Second Language (ESL) I was eager to learn about second language acquisition research. I felt it would be useful in supporting me in becoming a more effective teacher for my students. While studying SLA and sociolinguistics, I became aware of the gap between my teaching context and current research in terms of motivational factors in SLA. This led to a developing awareness that (mis)application of research findings in non-comparable contexts could lead to unpredictable effects for children/students, and to my on-going interest in context-driven research.

A connected area of focus in my work has been that of audience and voice. As I was inducted into the research community, I compared the content and approach of presentations at teacher conferences and the first applied linguistics conferences I attended. I found these first academic conferences both puzzling and frustrating. The research topics and presentations seemed to have little relationship to the concerns I had as a teacher, and were presented in ways that made it difficult to appreciate how the research could be used to inform teaching. Over time, it became clear to me that my naïve assumptions were not always accurate in terms of the content of research, but that there was indeed a surface level disconnect, evident in the persistent concern of engaging teachers in research (Walker, Nelson, & Bradshaw, 2019). My subsequent research has been developed through this dual lens: how do I develop research

that has validity and rigour, and how do I share this research in ways that make the learning visible and useful for teachers, parents, and administrators as they navigate the challenges of raising and working with multilingual children.

1.2 Questions

The underlying question of each individual project, and of my research programme as a whole, has consistently been '*how can we support learners, in this specific context, in better developing their potential as bilinguals in meaningful ways*?'. This is rooted in my belief that educational research should serve the participants, and not be disconnected from their concerns and lived experiences. I position myself as a bridge between research and practice, working to connect theories of language acquisition to the family and classroom contexts in which young bilinguals develop. This overarching purpose has influenced the ways in which I approach research, the research questions I choose to address, and the ways in which I write about my research.

When I began my MA Applied Linguistics I did not consider research as a goal of my career, positioning myself as a practitioner and potential consumer of research. A project towards the end of my MA, reported here as **Project 1: Motivation and SLA**, (Crisfield-Burr, 2012) led me to investigate my own teaching situation and shifted my perceptions of the link between research and practice, and of the potential space for myself as a bridge between the two. I developed the project to better understand what motivational factors we could leverage to support our students in mandatory English classes. While this first project was carried out in a local school context, it remains thematically linked to all my other research by the context of SLA (Chapter

2) and is a cornerstone of the approach and methodology in my current body of research and of my continuing journey as a researcher and author.

When we moved to Europe in 2003 I began to see the real-world applications of research on child bilingualism. Given the nature of my studies in Applied Linguistics, I was keenly aware of the benefits of raising children as bilinguals and was determined to give my children this opportunity. At the same time, I was living in an expat community, surrounded by parents who were choosing not to have their children learn the local language because it was not a 'useful' language. I felt confident in my understanding of the research on bilingualism, and was both intrigued and frustrated by the myths and misconceptions circulating within the community about language development and bilingualism. My work supporting families began at this time, through seminars and workshops about raising bilingual children. My efforts to bridge research to practice were focused on knowledge-building for parents, to support them in understanding why raising children with two or more languages was beneficial. It was soon evident that parents wanted more than information; they wanted explicit support in planning for their children's bilingual language development. The second publication (**Project 2*: Bilingual Families**) I am submitting is a book entitled '*Bilingual Families: A practical language planning guide*' (Crisfield, 2021). This publication represents over ten years of work with families, exploring, through an iterative and developmental process, their needs around family language planning. This is a collective longitudinal case study which resulted in a publication that includes the knowledge-base that families need to understand bilingual development and the practical support to develop their own family language plans.

Research on raising bilingual children, both in families and in schools, is highly influenced by context. The variables that can influence success or failure (and even what constitutes *failure*) include a wide variety of features related to language status, economic status, education of parents, language policy, availability of resources, and many more (Schalley & Eisenchlas, 2020). This makes comparative research challenging to carry out, and generalisability is often limited. This complexity is also present in international schools, where the level of diversity within and across factors changes between schools, and even between classes within the same school. International schools are not a homogenous group and these complexities will be discussed in Chapter 2*.* That said, the main common characteristic of traditional international schools is the cultural and linguistic diversity of the student body, with relatively low numbers of students who speak the language of instruction at home. Despite this, most international schools have traditionally operated as a 'monolingual habitus' (Gogolin, 1997), where English dominates instructional and social spaces.

The latter publications presented (**Project 3: Linguistic and Cultural Innovation**, and **Project 4: Translanguaging**) focus on the international sector. The projects have been designed to bring to the forefront the tensions inherent in a (largely) English language education system that does not prioritise the home languages of their students beyond basic tokenism. Central to each project is the individual bilingual child or group of children, and determining how best to support their personal, academic, and linguistic well-being.

These are the questions that are centred in my research:

1. What factors support successful bilingual development in specific contexts?
2. How can context-specific research be developed that is focused on the connection between SLA and the context and participants, to illuminate and inform practice?
3. How can various stakeholders (parents, educators, school leaders, the children themselves) be supported in understanding and applying research findings effectively?
4. How can choice in the publishing process work in favour of connections between research and practitioners?

The publications submitted for **Project 3** and **Project 4** have been designed to reach parents, educators, and school leaders, as the foundation of a research base which acknowledges children's home languages as a right and a resource (Ruiz, 1984) and works towards linguistic equality in the international education sector. The projects are inclusive of parents, teachers, and school leaders, and are intended to allow for practical and tangible impact on the practice of teaching and learning of and through languages.

1.3 Context

All the schools that I have worked with in these projects have found me via my professional webpage or word of mouth. One of my first decisions when starting my consultancy was that I would not advertise or contact schools myself. My rationale was that schools are only ready for significant change if they recognise that they have an issue that needs attention and are willing to search for support. Changing hearts and minds and practice about language use in schools does not come from an outsider telling you that you are doing something wrong, but from someone inside seeking change.

The projects that I am submitting here have taken place in a range of contexts and across a variety of school types including English Medium of Instruction (EMI) schools (Netherlands, Singapore, Switzerland, Italy, China), and bilingual schools (Kenya, China, Switzerland, Scotland). Each school has been situated in a different educational and socio-political landscape, influencing the linguistic challenges and solutions we have worked on together. My philosophy for professional development is that it should be longitudinal, incremental, and supported by coaching. This means that I work with schools over a period of years, and over time the boundaries of insider/outsider become blurred, both in my consultancy and my research (see Chapter 3). My positioning as an outsider researcher invited into schools has given me experience of research from both positions, and I have now settled into a fluid identity as an *inbetweener* researcher (Milligan, 2016) in a collaborative partnership with my participants.

1.4 Observations

My work with families was the starting point of my career as an independent consultant and researcher. In addition to parent seminars and workshops I started a blog for parents in 2013 (onraisingbilingualchildren.com). I wanted to provide research-based information for parents in ways that were accessible and engaging, and with the rise of blogs as medium for connecting with large groups of interested people on the internet, it seemed an obvious solution. I went into the endeavour feeling quite confident about my writing ability, but quickly realised that the way I had learned to write for my undergraduate and graduate degrees was not at all appropriate for this medium or audience. I needed to find a way to convey complex research in

short posts, using everyday language, with special consideration for the fact that many of my readers would likely not have English as their dominant language. This apprenticeship to blogging was an intense process of shifting away from academic writing and starting with a focus on clarity and brevity. It was a craft that I worked on for many years, and still find challenging at times. The success of my blog was the initial driver of my work with schools. Readers have accessed my blog from almost every country in the world, and although it has always been directed at parents, many teachers are also parents of multilingual children.

As my engagement with schools grew, it became apparent that research needed to be a key element of the work I was doing. Although a novice researcher at the time, I did have a strong commitment to learning how to engage in the type of research that was important to me, and to the participants in my contexts. Connected to this is my approach to publishing, choosing mainly books and practitioner journals as these are accessible to key stakeholders, whether that be school leaders, teachers, or parents. Changes in systems will only come about if research from within can show the way, which is the true measure of impact. My own journey through these projects has been enhanced by the interest and uptake of my work in international schools around the world, as demonstrated by my on-going work as a strategic consultant, trainer, and mentor researcher with international schools and international education organisations. This sustained uptake has validated that situated research is valuable to our on-going development as parents, educators, and advocates for bilingual children.

Figure 1 (below) gives an overview of the four projects, including my methodology and
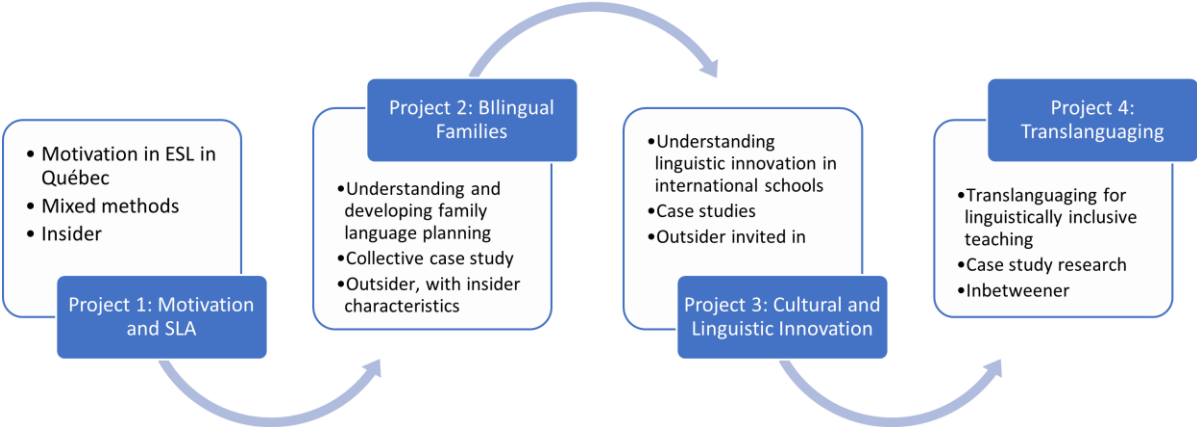
positioning as researcher

Figure 1 Map of projects

Chapter 2 Literature review

In this chapter I provide an overview of the three topics that are central to my research projects. Firstly, I describe the field of international education, and expand on the particular motivations, opportunities, and constraints of the field in terms of research in general. I then turn to the specific areas that I research within the field of second language acquisition. I conclude by establishing how these areas together connect and underpin my research programme.

2.1 International schools and schooling

International education is a largely subjective term, and there are no straightforward ways to clearly delineate which schools are or are not *international*. In the narrative of the sector, the first *international schools* were the Yokohama International School and the International School of Geneva, both founded in 1924, and both still in existence today. These schools were created to serve the children of internationally mobile elite workers post-WWI (Hayden, 2006). Although these schools can be considered the roots of the current international education sector, there was an earlier initiative that laid the foundations for a particular type of international school. This was the Spring Grove School, founded in Hounslow, London, in 1867. The founding group "[...] hoped to realise their vision of international harmony by the creation of a new type of education which would enable the citizens of different countries to become international ambassadors" (Sylvester, 2002, p. 5). The school, which brought together (male) students from various countries, was intended to be part of a network of schools in several countries. The curriculum and teaching would be identical across all schools in the network to

allow for student exchange, with the goal that students would circulate across several schools over their years in the network. Interestingly, the exchange process was mainly designed to allow students to learn a new language in each location and finish with fluency in several languages and an 'international outlook'. The Franco-Prussian war (1870-71), saw the permanent collapse of the initiative, but echoes can still be heard in elements of the International Baccalaureate's (IB) 'Learner Profile' and particularly in the United World Colleges movement founded by Kurt Hahn in 1962, whose stated mission is to 'make education a force to unite people, nations, and cultures for peace and a sustainable future' (UWC Schools & Colleges, 2022).

2.1.1. International Schools in the 21st Century

These early initiatives spawned an industry that has been growing exponentially and shows no signs of slowing down. Tracking growth in the sector is difficult as the term *international school* is entirely unregulated. Schools can (and do) label themselves as *international* at will, and why they apply that label is self-determined. Some schools use the label *international* to indicate the diversity of their student body, while others use it to indicate a curricular focus linked to internationalisation, or to indicate that they use all or part of a non-local/national curriculum (mainly from English-speaking countries). A growing number use the label *international* for marketing purposes, to tap into (local) parents' aspirations for their children.

ISC Research, a company that has largely cornered the market on data about international schools, reports a 343% increase in 'international' schools, from 2,584 schools in 2000 to 11,451 in 2022 (Bailey, 2022). What is problematic, and troubling, is how they define an *international school* for their purposes.

In fact they define an *international school* in one of two ways:

- The school delivers a curriculum to any combination of pre-school, primary, or secondary students, wholly or partly in English outside an English-speaking country or;
- If a school is in a country where English is one of the official languages, it offers an English-medium curriculum other than the country's national curriculum and the school is international in its orientation. (ISC Research, 2022)

We can see here worrisome intimations about what makes a school *international*, as the one cohesive factor across both definitions is that the curriculum is taught (wholly or partly) through English. If the school happens to be situated in an English-speaking country the school must also have an international orientation, which remains undefined in any way. If the school is in a non-English speaking country, then the only necessary characteristic is that it teaches in English rather than in the local language, thus entirely conflating *international* with 'English'.

From this trajectory we can observe that whilst early efforts in international education were either ideological, in the case of the Spring Grove School, or pragmatic, in the case of the International School of Geneva and Yokohama International School, these two original motivations have been joined by a third motivation: profit. Hayden and Thompson (2016, p. 13) have proposed a typology to categorise these different orientations:

- Type A Traditional International Schools (children of the internationally mobile global middle class)
- Type B Ideological International Schools (United World College and similar)
- Type C Non-traditional International Schools (students from the elite of the host country accessing an English-language education)

While the roots of the international education sector are in Type A and Type B schools, the future, and arguably even the present, of international education is in Type C schools. In fact,

current indications of student population and market share is that close to 80% of students in international schools are now local students, with only 20% representing the traditional globally mobile children in multicultural schools (Keeling, 2012). Shifts in the market are often a response to changes in local/national regulations about who can attend international schools. In some countries, national passport holders cannot register in international schools. In other countries, less restrictive access for local students has turned them into the choice of education for local elites, where financial means allow wealthy families to step out of the local education system and offer their children a 'better quality' education (Bailey, 2022).

There are challengers to the grouping of Type C schools into the category of 'international schools'. Bunnel, Fertig, & James (2016) conclude that applying their framework for examining the institutional legtimacy of international schools would find many or most Type C Non-traditional International Schools to be non-legitimate in terms of the use of *international*. Nonetheless, these schools can and do identify as *international* in the markets they seek to capture, and certainly sit apart from national provisions in terms of curriculum and language of instruction.

2.1.2 Linguistic Diversity in International Schools
What is notable and concerning in data about international education is the complete absence of publicly available data about language-related trends from any of the major analytical organisations, such as the Council of International Schools (CIS) and ISC Research. This is part of a troubling anecdotal trend that schools populated primarily by students who are multilingual are being led by mostly Anglo-centric, monolingual school leaders (Crisfield, 2018c). These leaders are not positioning language as critical to the international education sector, and

therefore the sector itself largely ignores the language aspect of the composition of international schools. Compelling data from the CIS report *Determining the Diversity Baseline in International Schools* (CIS, 2021) show that heads of school in international schools accredited by CIS (the major accrediting body) are eight times more likely to be from a Western country (note that a 'Western' country is defined as a developed country that has a predominantly Western culture). A head of school is 5.3 times more likely to be white than of any other ethnicity, and the most represented nationalities are United States of America (32%), Canada (15%) and United Kingdom (13%). Despite being focused on 'diversity', the report makes no mention at all of languages spoken by heads of school, staff, or students. ISC Research also does not collect or report on data relating to languages in international schools.

A less than satisfactory proxy, but all that is available to gain some insight into the numbers of multilingual students in international schools, is the IB Diploma Program (DP) examinations (equivalent to A-levels). The latest statistical bulletin for DP results (IBO, 2021) reports 165,884 students from 211 first nationalities, with 186 reported first languages, sitting exams in 3,073 schools in 153 countries. This shows broadly the level of diversity in terms of background and language that IB schools encompass, although these account for less than 25% of international schools overall (Bailey, 2022).

2.1.3 Research in and of international education
The sector that calls itself *international education* is not only largely unregulated, it is also under-researched. Funding for research is principally university based, and the lack of connections between the international and state sectors has led to a field of research that is dominated by the organisations that are involved in the providing of accreditation and

curricula, and has had little external impact (Dolby & Rahman, 2008). CIS has a research arm, but it has an exclusive focus on collecting data about factual elements of the international schools it accredits. ISC Research engages in research studies but only as a market development tool, not in terms of examining matters related to teaching and learning or outcomes of such. The IBO does commission regular research, but only to examine and support its own programmes, which does not result in meaningful or generalisable outcomes for the sector overall. In terms of the research agendas pursued by researchers currently, they can largely be grouped into three themes: what is an international education; third culture kids; how international schools function on a structural level (Dolby & Rahman, 2008). A position piece on the need for research in and of international schools (Lauder, 2015) considers the three pressing issues for this research agenda to be: the nature of the networks of students in international schools, the formation of views related to economic, social, and political issues surrounding globalisation, and the mechanics of recruitment into the international school system and international labour market. None of these are related to the quality of teaching and learning overall, or to the social, academic, and linguistic impact of international education on students from diverse linguistic and cultural backgrounds.

2.2 Second Language Acquisition at home and in school

This section looks specifically at the nature of language acquisition at school for children both generally and in relation to international contexts. **Project 1** is rooted in the research on individual differences in SLA and motivation in particular. **Project 2** carries this forward with a broadened lens on factors that influence bilingualism in development in families. In **Project 3** I apply this broad lens to the study of successful schools, and **Project 4** narrows in on the specific

aspect of translanguaging as a framework for a linguistically inclusive pedagogy. In addition to

the literature reviews in the publications, here I give an overview of key research on the role

first language (L1) development in EMI, and translanguaging.

2.2.1 Research on the role of first language in education and development

Globally, over 40% of students do not access education in a language they understand

(UNESCO, 2016). This is of growing concern to education-related organisations around the

world due to strong connections between language of education and educational success. A

2016 report (UNESCO, 2016) outlines the challenges for learners who are educated in a non-

dominant language, and makes five recommendations to improve inequality in education:

1. Teach children in a language they understand, for at least six years.
2. Train teachers to teach in more than one language.
3. Recruit diverse teachers.
4. Provide inclusive teaching materials.
5. Provide culturally-appropriate school readiness programmes.

These five recommendations stem from consistent findings linking development of and in the

L1 with successful development in the new school language and with academic achievement

and participation. In a detailed review of studies based on PISA data around L1, L2, and

academic achievement, Cummins (2021) refutes claims that speaking a language other than the

school language at home is a cause of immigrant background students' underachievement. This

shifts away from seeing the minority-language speaking child as deficient, and puts

responsibility on the school. There is also ample data from other contexts linking bilingual

education in the L1 and English as being more successful in developing both languages, as well

as academic progress (Chumak-Horbatsch, 2012; Collier & Thomas, 2012; May, 2008). A 2019

policy report (Chalmers) outlines the evidence that students who are educated bilingually, in

both their L1 and English, have improved academic outcomes, better linguistic outcomes for

both languages, and improved engagement and well-being. Collectively, this would indicate

that 'English-only' models in international education are in need of a rethink

2.2.2 Translanguaging: Research and Practice

The term *translanguaging* was originally coined in Welsh, by researcher Cen Williams, as

trawsieithu (Lewis, Jones, & Baker, 2012). It was used to describe the pedagogical practice of

alternating the use of Welsh and English in a lesson, using one for input and the other for

output. This practice developed naturally in the context of Welsh medium education and was

soon seen to have beneficial impacts for students (Baker & Wright, 2017). Although the term

was created in the 1980s, it took some time to come to the attention of scholars outside of

Wales, as the term and the practice were contained within a mainly Welsh speaking

environment. The wider applied linguistics world was introduced to the concept through the

third edition of Colin Baker's *Foundations of Bilingual Education and Bilingualism* (2001). It was

taken up and developed primarily through the works of Ofelia Garcia, a researcher and teacher

educator from New York City (Garcia, 2009, Garcia & Baker, 2007, Garcia & Sylvan, 2011). The

exportation of the term and concept into a different educational context had ramifications on

how the term is used, and on the wider discourse around languages and the new term

languaging. Various competing terms and fields of research have developed around the term,

with Cummins (2021) clarifying these into two separate but connected schools of thought. He

defines *Unitary Translanguaging Theory* as postulating that the bilingual's linguistic system is

undifferentiated and that languages are social constructs, and *Crosslinguistic Translanguaging*

Theory, which argues that bilinguals do speak separate languages but that these languages are

interconnected and have fluid boundaries. In my work, I focus on Crosslinguistic

Translanguaging Theory, which sees languages as separate but connected, and that making

explicit use of all of a student's languages can enhance their educational experiences.

The field of research on translanguaging is fraught with conflict, around terminology,

implementation, and impact. This is partly due to the fragmentation around understanding and

use of the term, and partly due to how difficult it is to research dynamic language use in

classrooms. Chalmers & Murphy (2022) argue that we currently do not have enough research,

or the right kind of research (randomised control trials), to state with any confidence that

translanguaging improves linguistic or academic outcomes for multilingual learners. That said,

they do concede that a variety of related fields of research offer strong indirect support for an

asset-based multilingual approach. The first related body of research is on bilingual education,

and indicates that bilingual programmes produce stronger linguistic, academic, and social

experiences for students who are learning the language of instruction. In contexts where a

bilingual programme is not an option (due to linguistic diversity) it would seem logical to

presume that other methods of supporting the use of the first language of students in their

education would be beneficial as well, despite the lack of specific evidence (Chalmers &

Murphy, 2022). The second body of research looks at the impact of engagement on learning

outcomes, and is rooted in using students' first languages to create inclusive learning

environments which enhance engagement overall (Chalmers & Crisfield, 2019).

In addition to these related areas of research, there is a small but growing body of research on

translanguaging pedagogy in different contexts, not in the form of randomised control trials,

but as small scale, contextually specific case studies and survey studies. These feed into the

knowledge base in specific ways, and show, for example, that translanguaging practices can: promote deeper understanding of science concepts, especially related to complex vocabulary (Karlsson, Larsson, & Jakobsson, 2018); protect and promote minority languages (Cenoz, 2017); raise participant confidence and motivation (Creese & Blackledge, 2010); maximise learning of literacy skills (Hornberger & Link, 2012); improve empowerment and language learning (Latisha & Young, 2017); and increase cognitive engagement in content-matter learning (Duarte, 2016). Each of these studies adds to our understanding of the potential impacts of translanguaging, and connected with the existing body of research that clearly demonstrates the links between L1 and L2 development and academic success, we can see the potential for positive impact.

2.3 Research related to language/s in international education: the elephant in the room

The main consistent feature across all types of international school is the linguistic experiences of the student body. Aside from schools in English-speaking countries, the majority of students in international schools are learning in a second/additional language (Bailey, 2022; Carder, 2018). Despite the significant body of research on the importance of a child's L1 in their educational development, the subject is little discussed in international education. International schools are predominantly fee-paying private schools, which attract parents of a certain educational and financial background. There is a clear notion of *privilege* in international education, both in the opportunities afforded by a more international educational experience, and by the opportunity to study in English. In the global quest for earlier English (and a 'native speaker' competency), parents choose to pay for a prestigious English-language education as a perceived means of improving their children's future opportunities.

Nonetheless, language is rarely a part of the discourse around issues in international education.

A recent publication critiquing international education as a neo-colonial Western movement (Bailey, 2022) contains just over a page in a section entitled 'Language and Power' and a two-page section on 'Linguistic Dimensions of Culture' (out of 153 pages). The 2015 SAGE Handbook of Research in International Education (Hayden, Thompson, & Levy, 2015) has a total of 40 chapters, only one of which focuses on language (Grimshaw, 2015). While this chapter does discuss the important issues of linguistic imperialism and native-speakerism in EMI international schools, it does not offer any reviews or references to empirical research. This lack of attention to language learning and teaching in EMI international schools contradicts the reality that language is in fact one of the key issues in international education. Most students in international schools are learning the language of instruction through an immersion model, although it is rarely designated as such (Carder 2007, 2018). In addition, international schools generally teach the host country language, as well as a selection of world languages, so languages are significant in the curriculum.

While it is often the case that certain types of bilingualism are valued over others (high-status languages over low-status languages) (de Meija, 2002) it is even more problematic in a system that touts values such as 'international-mindedness' and 'global citizenship'. The central issue here is not necessarily that English is the medium of instruction in most international schools, it is how this is framed and the impact on students. English is not a benign language for students to learn and learning through English is not only a linguistic endeavour. In defining *linguistic imperialism* in English Language Teaching (ELT), Phillipson (1992) links it to both *cultural imperialism* and *social imperialism* (Galtung, 1980). While this was identified as a concern in ELT

many years ago, it still seems to be absent from discussions in international education, despite the scope for both to be far more damaging in a school structure that teaches not only the English language, but also delivers the entire curriculum through English-medium resources and with teachers mainly from English-speaking countries.

A further inherent tension in international schools is that language acquisition is encouraged in the pursuit of 'international-mindedness', but the simultaneous existence of a monolingual habitus suppresses the natural multilingualism of many learners. Cummins' has identified the underlying issue with this aspect of education in schools with multilingual students but a monolingual habitus: "[…] thus we are faced with the bizarre scenario of schools successfully transforming fluent speakers of foreign languages into monolingual English speakers, at the same time as they struggle, largely unsuccessfully, to transform monolingual English speakers into foreign language speakers." (Cummins, 2005, p. 586).

Maurice Carder, long considered to be one of the key experts on language learners in international education, outlines what he considers to be the 'relevant research and other publications' (Carder, 2018, pp. 59-61). The main resource he refers to is the *International Schools Journal ESL Compendium* (Murphy, 2003), which includes 22 articles published between 1981-2002. It is important to note that this is the main journal of the international school sector. Of the 22 chapters, only five report any type of empirical research, the rest are opinion or practice-related articles. The editor notes that:

> 'Articles that have appeared regularly in the ISJ through the years, however, show that
>
> in many international schools whose client base includes large numbers (in many, the

majority) of students whose native language is other than English, such research has been slow to gain currency, and even slower to produce genuine change. Even today, many schools organise themselves and create their curricula as if all the students shared not only the same language, but the same culture as well' (Murphy, 2003, p. 9).

I am currently undertaking a systematic review of research on languages (forthcoming in 2023) in international education (IDESR Protocol ID: IDESR000021) and indications are that research of this type in international education remains negligible, with only 157 studies being identified for potential inclusion in the full review, over almost a century of international education.

A pattern that may have started out as disinterest or lack of knowledge around such a critical issue has now become, consciously or not, avoidance. Research in national contexts shows clearly that maintenance and development of the strongest language leads to the best linguistic, educational, and social outcomes for students (Baker & Wright, 2017). This gives rise to concern on multiple levels about a sector that regularly transgresses this basic principle: children have the right and the need to continue to develop in their own languages, regardless of the language of schooling. As a sector, we must ask ourselves the question: How do we know if an English-language *international* education is beneficial for students? Is it different for students from various linguistic backgrounds, or in different types of schools? There are emerging signs that the impact is not always positive. One of these is Tanau's (2020) anthropological study of a highly respected international school in Indonesia, which reveals clear patterns of linguicism not only from the school administration and teaching staff, but also within the student body, as they themselves are inducted into the cultural and social notions of English as the dominant and prestige language.

My particular interest in translanguaging in international school contexts is twofold. Type A and Type B international schools are characterised by a high level of diversity in student backgrounds, in terms of countries of origin and language. To begin shifting the dominance of English in these schools, we need a means to support and engage students in multiple languages, even when the teacher is monolingual. In Type C schools, the student body is mainly homogenous linguistically, with the majority language often supported in the curriculum in a way that demonstrates that it is 'second class'. In practice, this means that science and mathematics are taught in English, and students may only learn their own language in a language class, or in subjects such as art or religion. Integrating students' languages into their mainstream learning would be a way to push back at the social and cultural dominance of English, and to ensure the curriculum represents the students' background and world view in meaningful ways.

Chapter 3 My research journey

My approach to research is inextricably linked to my belief that schools need to identify their own challenges and seek out professional support, so that they are willing to engage in professional development that is longitudinal, incremental, and holistic. From this conviction developed my approach to research using case studies and participative methods, and to positioning myself not as an outsider but as an invested inbetweener and co-creator. In this chapter I will describe my choice of methodology, my positioning as a researcher, and the ethical considerations of my research.

3.1 Case Studies in Education

A case study is a way to explore a question in depth, often over time, and with great attention to detail. While large-scale educational research such as randomised control trials provides us with data that can have cross-sector impact, case studies allow for thick, rich description of specific situations (Hood, 2009). Case study data is invaluable for schools and teachers looking to track impact or improve teaching and learning outcomes, as it raises awareness of the complexities in multilingual teaching and learning contexts and of the myriad factors that influence outcomes in different socioeducational and linguistic settings (Duff, 2014).

While some of my case studies focus on one context, I also diverge into collective case studies. Stake (2005) notes that the choice of collective case study, as seen in **Project 3**, allows for better theorising about a larger collection of similar cases. When designing the three case studies on linguistic innovation in schools, I had planned to focus on one school per chapter. While writing the chapter entitled '*Dynamic Multilingualism in International Schools*', I reflected

on the context of the school, alongside other schools that I had knowledge of, and made the decision to include vignettes of two additional schools. Although case study research does not provide for explicit generalisations (Bassey, 2001), the depth of description in case study research allows for transferability (or comparability), which 'assigns the responsibility to the reader to determine if there is a congruence, fit, or connection between one study context, in all its richness, and their own context' ((Lincoln & Guba, 1985, in Duff, 2008, p.51). The additions enhanced the transferability of this research by providing descriptions of a range of possible models for home language support in multilingual schools.

My book for parents **(Project 2)** is based on a longitudinal collective case study, which allowed for broad and deep learning across multiple aspects of the topic. Every family situation is unique, and it was essential to collect data from a large number of families to accurately identify the key issues that span multiple variables. The variables that I tracked across the 10-year period of the study included: languages of family, school, community, relative status of languages involved, language ideologies, school choice, community support, age of children, special circumstances (special educational needs, divorce, mobility). Collecting enough data to write a book that was inclusive and representative of a range of situations was a significant challenge, and one that I underestimated early on. In fact, the initial contract for the book was offered six years before I wrote it, but it took these additional years to be confident that I had enough rich data to write the book well. As in **Project 3**, each additional family case added to the aggregate of data presented, and to the possibility of overlap with families reading the book and looking for support in developing their own family plans.

3.2 Insider – Outsider – Inbetweener

The typology of insider-outsider research has been challenged latterly as being not a dichotomy but a continuum and questions arise about what makes one an insider or outsider in any given situation (Mercer, 2007), along with recognition that one can be both insider and outsider at the same time (Dhillon & Thomas, 2019). For my research, I have applied the labels to reflect my relationship with the participants in terms of belonging to the community of practice. The question I ask then, is how far I am integrated into the community that I am researching, whether that community is a family or a school or a system.

In my first research project (**Project 1**) I was an insider, as I was a teacher in the school in which I carried out the research project. In my work with families for **Project 2**, I was an outsider in terms of the role of consultant and adviser. However, as a parent raising three bilingual children, I was an insider to the concerns and challenges we face when raising our children with languages in a globally mobile environment. My insider insight meant that I had empathy with families and their challenges and could share with them my own experiences as a part of our collaborative work together. This developed a sense of trust in the process; they were aware that I had more than 'book knowledge' about family language planning, as I was committed to it with my own family.

In the case studies reported in **Project 3** and **Project 4**, I had a hybrid relationship with the schools and the research. I was not an employee of the schools, but in most cases I had been invited in as a consultant to support them in reviewing and improving their practices around languages. This meant that I was privy to their internal workings to a certain extent, and over

time staff became accustomed to my presence in the school. This connection was enhanced by my background in teaching, as we had shared professional backgrounds and experiences. Despite this, a consultant is never fully an insider with any partner school. We see the schools only intermittently, and do not share the insights and concerns of employees. This has led to my positioning primarily as an *inbetweener* researcher (Milligan, 2016), not fully inside the organisation, but connected through the collaborative partnership.

There are advantages and disadvantages to any point on the outsider-insider continuum, and the balance is always finding what will give the best access for carrying out research with no negative impact on participants. In my school-based research, getting to the heart of complex language related challenges relies on the trust developed as I get to know the schools and teachers, and their willingness to share with me openly and honestly. With each project, I used multiple methods of data collection so that while there was space for personal and open discussion, there was also space for anonymous contribution, to alleviate concerns about repercussions of non-anonymity. Additionally, it was necessary to clarify my own understanding of data collection, as I shifted along the continuum towards inbetweener. Compartmentalising interactions such as casual staff room conversations as separate from the case study data was critical in not abusing my insider-like position by blurring the boundaries of consent to participate in research.

Despite my long-term relationship with my schools, I always remain, to some extent, an external 'expert', with the associated tensions of this role. The gentle move from outsider to inbetweener, where I am neither wholly outside nor inside, in my research has shifted my

relationship with the research itself, as I learn to hand over responsibility to teachers to continue the research, and then step back to outsider again.

3.3 Ethical considerations

A tangible theme through my research projects is *trustworthiness* as measure of the quality and the ethical soundness of research. This measure includes justifying the study as credible, rigorous, potentially useful, and demonstrating ethical care of participants (Rallis & Rossman, 2009). Credibility can be established by producing rich data and interpretations that are agreed upon by the researchers and participants (Mills, Durepos, & Wiebe, 2010). In all my work, I presented my results back to the participants either formally, in the school case studies, or collaboratively, with the family language planning data, thus ensuring credibility. I demonstrate rigour in my work by building multiple pathways for data collection to minimise bias and longitudinal data collection to allow for ample thick description in the analysis. It is clear from a variety of measures (see Chapter 6) that my research is considered useful by the participants themselves, but also by the wider field. This leaves us to consider the ethical aspects of the research presented.

It must be recognised that much of what happens in classrooms and schools is, at least to some extent, experimental. Schools frequently take on new programmes and resources without researching how they work in their context, and indeed the constraints of ethics may make schools shy away from carrying out impact research of their own. Taking an 'ethics of consequences' approach (Rallis & Rossman, 2009), we can acknowledge that educational change should be monitored, and that the potential benefit from research of this type

outweighs the potential harm if all due care is taken. Spiro (2022) notes that according to the American Medical Association, the three principles which are fundamental to research are respect for persons, beneficence, and justice, and discusses the need to interpret them in different research contexts. In my research, I adhered to these principles, although the manifestations are different across projects.

In each of my projects, there was a clear benefit for the participants, whether schools or families. The processes that I was tracking were evidence-based and had been designed to have a positive impact on bilingual children. What we gained from carrying out the research was a better understanding of both process and product, which then allowed for improvements to be made. Therefore, all the projects were aligned with the principle of beneficence in that they were helpful in the immediate situation, and potentially beneficial for others (Spiro, 2022).

In my first study, I was working with an academic department, and followed their guidelines for ethical procedures. In my subsequent research I did not have an ethics committee overseeing my work, and the ethical approaches were collaborative. In **Project 2**, the families that I worked with were informed that I used my interview notes for the purpose of planning blog posts, adapting my parent seminars and workshops, and refining my family language planning processes, and were given the opportunity to decline. All families were invited to contact me at any future point to ask questions, or to provide feedback regarding the impact of their family language plan. In some cases, I chose not to use family data as it pertained to sensitive issues such as custody of children. In these instances, I deleted all files relating to the family after communicating my recommendations to them. Despite the potential for this information to be

useful to other families, it would not have been ethical to include these family's stories in my public writing.

The schools involved in **Project 3** and **Project 4** voluntarily participated in the research projects as a part of their own learning journey; these were systems/practices that they were either already trialling or were planning to, and we framed the research as a part of their professional learning (Banegas, Edwards, & Villacanas de Castro, 2022). Each school underwent internal processes to gain permission to participate in research, and agreements were made about how the research would be shared both internally and externally. Gatekeeper consent was obtained as necessary, participation was voluntary in the data collection processes, and confidentiality was guaranteed and maintained unless otherwise specified, thus respecting the ethical principles.

In some cases, unforeseen ethical issues manifest during the research itself which impact the progress of the research and the intended outputs. In 2013-2014 I was involved in a research project (not reported here) looking at the impact of professional development on teacher beliefs and practices in working with multilingual learners. The project obtained ethical approval through the university of the principal investigator, with all due diligence. Through the data analysis at the end of the project, it became clear that lack of engagement by the head of school had negatively impacted the change process overall. Due to this, we decided that it was not ethical to publish our study, as there was a risk that the school could be identified, with negative personal and professional consequences for the head. In order to adhere to the principle of beneficence, we chose not to publish the results of the study. As Bassey says: 'Research can be painful' (2003, p. 121). The lessons learned from this experience inspired the

case study research on linguistic and cultural innovation in schools (**Project 3**), as I set out to investigate what factors lead to positive change outcomes, and to share this with other schools as models of change management and good practice.

A key ethical issue in research is that of privacy and confidentiality. When research is carried out by an insider – or even an inbetweener – familiarity with participants may mean that anonymity is not guaranteed. While anonymity needs to be guaranteed if there is risk of negative consequences from public identification, we can challenge the principle of anonymity when the goal of the research is to highlight strong educational practices, and let the participants have a voice in deciding how they want to tell their story (Spiro, 2022). In writing the case studies that form **Project 3** I purposefully diverged from anonymity as a result of discussions with the school leadership and teaching staff about the intention of the chapters, which was to celebrate and illuminate the ways in which they were working toward educational equity for their multilingual learners. We considered that anonymising the schools would undermine that message of celebration, and wanted other schools to not only be able to read about them, but also to reach out for inspiration or collaboration. This decision went to the highest level in each organisation and was definitive only after participants had the chance to read the manuscripts. Each participant was given the opportunity to decide for themselves, and while most chose to be named, those who opted not to were anonymised in their preferred way.

In the research presented, I have evidenced the measures of *trustworthiness*, and ensured that all research that I engage in and lead produces useful, credible knowledge, but most

importantly *respects the rights* of the participants, is *socially just*, and is *caring* (Rallis & Rossman, 2009, p. 281).
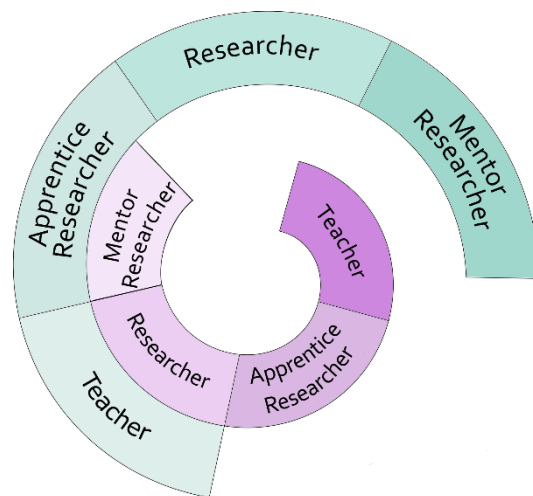

Figure 2 Cascading research into international education

3.4 A trajectory from trainee researcher through to mentor researcher

A central theme that connects my research projects is my commitment to improving teaching and learning for bilingual students. The more knowledge I develop around the international schools context, the more I see it as critical for those who consult and advise to be also developing robust systems to track success and to disseminate what we have learned. It is critical to cascade throughout the system a commitment to developing a research agenda that will help us to better serve our students by developing an evidence base on language acquisition in international schools. Figure 2 (below) shows my journey in the purple trajectory, and my co-researchers development from apprentice to researcher in the green cascade.

3.4.1 Project 1: Apprentice Researcher

I began my research career as a practitioner and apprentice researcher, with a research project that does not fit neatly into a research paradigm. In **Project 1**, I planned to create an action research project to improve my own practice in my teaching context. The first confounding factor was that I chose a methodology that provided a large amount of data (615 respondents) but this was mainly quantitative data, with only two optional open-ended questions. I realised that the data I had collected provided me with valuable information, but not with the type of thick description that is typical of action research. A second complication was that I actually had no influence over the programme model that I was researching, so at the end I had data that could not be used to improve my own practice. My most important lesson from this project was to consider carefully what I really wanted to know, and how it would be useful in improving practice. This led to my shift to case study methodology for future research. I realised that what I was interested in was research that could illuminate and inform, with the goal of helping to improve educational practices.

3.4.2 Project 2 and 3: Researcher

Projects 2-4 are all case study research, reported independently or in groups, depending on the scope of data collection and the chosen publication type. These case studies were undertaken as an independent researcher, as I had no institutional affiliation at the time. I did have support of a senior researcher for the three case studies in **Project 3**, and this was a part of my own learning journey as I moved forward with the case studies in other projects. Case study methodology allowed me to frame the types of questions that we – my in-school partners and I – felt were needed to track their progress and support improvements. This phase of my career as an independent researcher spanned over 10 years, and to support my own professional

learning I was an active member of several BAAL SIGs (British Association of Applied Linguistics), and a regular conference attendee and presenter. During this time, the collaborative relationships that I built with my practitioner partners helped ensure the 'mutually enriching relationship' between myself as the researcher and my practitioner partners. (Winch, Oancea, & Orchard, 2015)

3.4.3 Project 4: Mentor Researcher

The final publication submitted, as a part of **Project 4**, marks my shift from researcher to mentor researcher. My work on translanguaging with the school in Kenya was pivotal in my consulting and research journey and in coming to view the outsider/insider divide in critical ways. Although I was an invited 'insider' and came to know the staff and the school well, my position as a cultural and linguistic outsider remained unchanged. To empower the school and staff in their attitudes and practices around the unique context of translanguaging across English and a pre-colonial indigenous language, I became the student and learned from the local staff about linguistic imperialism, linguicism, and the post-colonial context in Kenya (Timammy & Akinyi Ngala Oduor, 2016). As a direct result, in the final chapter submitted I stepped back and mentored a team from the school in their action research project, and co-wrote the case study with two members of the school leadership team. A final piece of this journey was a shorter publication that was co-authored by one of this team and a Kenyan teacher, marking the handover to local experts and encouraging their independence as practitioner researchers and authors (Obiri & Holland, 2021).

The development of the translanguaging cycle and dissemination through professional development and to a wider audience through the journal article (Crisfield, 2018a) and various

conference presentations and webinars was designed to encourage teachers to develop action research with a central translanguaging design, and build a knowledge base about translanguaging in disparate international school contexts. While this closed the circle for me from apprentice researcher to mentor researcher, in balancing my work across both consultancy and academia, I intend to continue to engage both as a researcher and a research mentor in current and future projects.

Chapter 4 Research Projects

This submission for PhD by Published Work is based on research carried out in the context of four separate but connected projects. At the beginning of the programme of research is the practitioner question *What does second language acquisition research tell me about teaching and learning in my context?*, and this question is carried through all the subsequent projects. The search for answers or guidance led to exploration of how second language acquisition research needs to be contextualised through the lens of the specific teaching and learning situation in order to inform practice. The projects that I am presenting are focused in and around language learners, with the students, teachers, and parents central to the questions being posed. Each piece of research represents an investigation into a key question around language teaching and learning in context. The topics covered range from investigations into motivation for language learners, to the school change process around language practices, to supporting parents in understanding the nature of bilingual development and the role of family language planning in success. Each project represents an original contribution to our knowledge about the teaching and learning of languages, whether the focus is on pedagogy, curricula, systems, or knowledge exchange with key stakeholders such as teachers and parents. This research trajectory is shown via five peer-reviewed chapters, one peer-reviewed book, and one peer-reviewed journal article. In addition to these scholarly outputs, I have written numerous posts on my parent and teacher blogs, articles in practitioner journals, presented at both practitioner and academic conferences, and been invited to speak to educational organisations such as the International Baccalaureate Organization and the Council for International Schools (see Appendix B and C).

4.1 Aims and objectives of the research

The aim of my research is to respond to practitioner questions, my own or those from my partner schools, about language acquisition. Each question that has been the basis for a research project has added to our collective understanding about second language acquisition in a particular context. As outlined in Table 1 below, each project is connected to and inspired by the previous projects, in a way that builds on the theoretical and practical lessons learned.

Table 1 Research Programme Overview

Project	Aims and objectives	Connections to my previous research	Research Foundations
Project 1: Motivation and SLA	To develop and test a situated theory of SLA motivation in my teaching context		*Z. Dörnyei:* (Dornyei, 2001; Dornyei & Csizer, 2002) *Other* Gardner & Lambert, 1959; Schiefele, 2001
Project 2: Bilingual Families	Tracking family contributions to language acquisition for bilingual families and how family language planning can be adapted to support success	Connecting situation-specific factors for language acquisition success to unique family profiles, inspired by the previous study on situated motivational paradigms	*C. Baker:* (Baker, 2014; Baker, 2011; Garcia & Baker, 2007) *J. Cummins:* (Cummins J. , 2001; Cummins J. , 2005) *Other* (Cunningham-Andersson & Andersson, 1999)
Project 3: Linguistic and Cultural Innovation in Schools	Understanding school change and implementation of situated approaches to supporting bilingual students through innovative practices	Investigating the school-context in supporting successful bilingualism, and connecting to the research on home support and parent engagement The role of linguistic ecology (school, local, national) in the development of bilingualism at school, linked to data gathered from families	*J. Cummins:* (Cummins , 1981; Cummins 1998; Cummins, 2008) *Other* (Baker & Wright, 2017) (Carder, 2007) (Chumak-Horbatsch, 2012) (Ortega, 2013) (Ruiz, 1984) (Gogolin, 1997) (Lucas, 2011)
Project 4: Pedagogical Translanguaging in International Schools: A Framework	Developing and trialling a framework for implementing translanguaging and disseminating to widen the research base	Connecting outcomes from Project 3 to create a framework for schools to use and develop action research projects on translanguaging in their own contexts	(Cenoz, 2017) (Cummins, 2008) (Duarte, 2016) (Garcia & Sylvan, 2011)

4.2 Summary of Projects

In the following sections I will briefly summarise each research project, with full descriptions found in the publications themselves.

4.2.1 Project 1: Motivation and SLA

This project, summarised in Table 2 below, developed out my experience teaching ESL in a distinctive educational context in Québec, where English is historically divisive.

Table 2 Project 1 Overview

Role of the researcher	Teacher and practitioner researcher: Insider
Funding	None
Project question/s	Does the variable of *usefulness* have a relationship with self-reported motivation in general and specific English courses across programmes and levels
Participants	615 students over three terms, in the final week of their B-Block (specific) English course.
Project time frame	2001-2003
Sampling strategy	All teachers of B-Block courses were asked to distribute the survey to their students. Of the 10 teachers, eight carried out the survey. All students had the right to not complete the survey. Anonymity guaranteed.
Primary sources of data collection	A mixed methods survey with 10 Likert-scale type questions and two open questions.
Literature	The literature review was developed by the practitioner researcher.

Lack of engagement and motivation have long been key concerns for English teachers in Québec (Riches & Parks, 2021). When reviewing current research on motivation, it was clear to me that the socio-political, sociolinguistic, and educational context was unique and not represented in the existing literature. The research project I developed set out to close a gap between mainstream SLA research on motivation and the Québec context.

The Collège d'enseignment general et professional (CEGEP) system in Québec is unique in that it is a two or three-year bridge between secondary school and either university or a profession. All students finish secondary school at 16 years old, and are expected to go on to a CEGEP, either in a two-year pre-university general studies programme or a three-year professional or vocational programme. Students from both groups have a core set of required courses, which includes two English courses, one general and one *specific*. In the case of the pre-university students, *specific* means only basic academic English. In the case of the vocational students, *specific* can be far more tailored to their needs for English in a particular field. This project evolved out of my interest in better understanding how the Québec context interacts with research on motivation in SLA.

Given the unique structure of the CEGEP, there was no research in comparable contexts, and this project was an attempt to bridge from more general motivation research to a better understanding of the motivational impact of these courses for the two different programmes. For this study, I used a well-known framework of SLA motivation (Dornyei, Teaching and Researching Motivation, 2001) and adapted one motivational factor, *relevance*, to be more specific to my research context as *usefulness*. While there is overlap between the two factors, in this teaching context I wanted to investigate if a student could perceive the *usefulness* of a course without finding it particularly relevant, and if there was a relationship with motivation. While the study in the end did not fit into the action research model I was attempting, it did provide cross-theoretical support for the variable of *usefulness* that was created for the study.

This study was also pivotal in my shift away from large-scale, mixed methods research. Bassey (2003) defines educational research as aimed at improving educational action, as opposed to

disciplinary research which is focused on understanding educational phenomena. This study

falls on the disciplinary side of the spectrum, and although the study itself was successful, I

realised that, as a researcher, I am most interested in educational research.

4.2.2 Project 2: Bilingual Families

The second project I am including is a collective case study, summarised in Table 3 below.

Table 3 Project 2 Overview

Role of the researcher	Family Language Planning Adviser (independent) – Outsider, with insider characteristics
Funding	None
Project question/s	What knowledge and skills do families need to effectively plan for bi/multilingual development for their children? What support system can be put in place to allow parents to track, reflect on, and change their plan as needed?
Participants	Over 150 parents accessed the family language planning process directly. Others submitted questions and reflections through an online blog.
Project time frame	2009-2019
Sampling strategy	Parents self-selected to either participate in the family language planning process, or to provide key questions they would like answered. Anonymity guaranteed.
Primary sources of data collection	Consultation documents, meeting notes, written family language plans, family language planning meetings, online blog.
Literature	The literature review was developed by the researcher.

I began working with families in 2005, providing seminars on raising bilingual children and

supporting family language planning. At the time, family language planning was not a common

field of research, and there was little written about the topic. Within my own context, that of

expat families living abroad temporarily, many were concerned about matters of language

development within their families. Between 2005-2019 I delivered parent seminars and

workshops at schools, community centres, and in companies and organisations, averaging 10-

15 presentations a year. I also carried out approximately 150 family language planning

consultations between 2009-2019. Each family completed an initial questionnaire, followed by

an in-person meeting. Using the data gathered, I wrote up a family language plan and invited

them to follow up over time. Over the years of this work I collected data on questions that

arose frequently, to better understand what knowledge is needed to develop a strong family

language plan. This content was shared on my blog for parents, and responses provided

another source of information about what parents need to know about language acquisition

and about family language planning. My blog has had over 250,000 views from 191 countries

since I started it in 2013, and questions from readers all over the world have been used to

deepen my understanding of the processes and challenges of family language planning in a

wide range of contexts. The monograph submitted is the culmination of the data I gathered

across all these contexts. The process of writing the book involved carrying out a thematic

analysis of my notes and plans, to find the themes that would turn into *Chapter 1: Demystifying*

Bilingualism. The processes discussed in *Chapter 2: Family Language Planning*, and *Chapter 3:*

Supporting your Family Language Plan were developed from the same data but taking a

perspective on implementation of the research base. Although the book was conceived of and

written for families, it has also been subject to praise from teachers and academics, for its

evidence-based approach and accessibility (see Appendix D). Many of the families involved in

the data collection for this project were also accessing international education for their

children, and their stories and challenges have influenced my perspective on linguistic inclusion

from a family/parent perspective, linking to the school profiles in **Project 3** and **Project 4**. In all

my schools I now stipulate that working with parents is a non-negotiable part of my process, to

ensure cohesion across the critical partnership that families and schools create when

supporting multilingual children.

4.2.3 Project 3: Linguistic and Cultural Innovation in Schools

The five case studies that form the core of this project all feature schools that have engaged in

systematic and systemic change to develop inclusive approaches to linguistic diversity,

summarised in Table 4 below.

Table 4 Project 3 Overview

Role of the researcher	External Adviser: Outsider invited in
Funding	None
Project question/s	How can schools change approaches from monolingual to multilingual? What are the drivers for change and the challenges? What impact do schools feel the multilingual turn has had?
Participants	Teachers and leaders from five schools
Project time frame	2015-2017
Sampling strategy	Purposeful. Schools chosen by the researcher based on their innovative approaches to language.
Primary sources of data collection	Observations, school documentation, questionnaires, interviews.
Literature	The literature review was developed by the researcher.

After several years of working with international schools, it became clear that approaches to

languages within these schools were either ideologically or practicality driven and based on

approaches that had been developed in other contexts for very different teaching and learning

purposes. Students' development, both linguistic and cultural, was focused around Western

and English-centric curricula and pedagogies, and the diversity of the students was often

considered a hindrance rather than an asset. This project was designed to profile schools that

were putting support for linguistic diversity at the heart of their schools. Along with showcasing

good practice, the chapters sought to give clear road maps for the change process, and insight

into how shifting linguistic diversity to the centre had impacted the students themselves, along

with their teachers and parents. In total, five schools were profiled in the three chapters

submitted, including a British International School in Europe, a European school in Singapore,

an international school in Thailand, an international school in Europe, and a bilingual

local/international school in Kenya. The diversity of school contexts and languages represented

was an explicit feature of the research project, in order to illustrate a range of linguistic

challenges within the international education sector, and the many ways that schools can

innovate within their own contexts.

4.2.4 Project 4: Pedagogical Translanguaging in International Schools: A Framework

This project, summarised in Table 5 below, developed out of one of the case studies reported in

Project 3 (*Squaring the Local with the Global*).

Table 5 Project 4 Overview

Role of the researcher	External Adviser; Researcher and Research Mentor; Inbetweener
Funding	None
Project question/s	How can schools be supported in implementing a translanguaging pedagogy? Can the framework support action research in schools?
Participants	Teachers in 10 schools globally (journal article) Head of Junior School, Head of Curriculum and teachers at one school (book chapter). All participants volunteered and anonymity of participants and schools guaranteed.
Project time frame	2015-2018
Sampling strategy	Schools self-selected to trial the pedagogical translanguaging framework, and teachers self-selected to provide reflection and feedback over the coaching process.
Primary sources of data collection	Observations, planning documents, teacher reflections (meetings and written samples).
Literature	The literature review was developed by the researcher.

At the time of data collection, I was working with the school on trialling a new approach to their

bilingual programme, as the current approach was not leading to success for the students.

Understanding of, and research around, pedagogical translanguaging was in its infancy at the

time, and mainly from UK and US contexts. The process of supporting a school in implementing

an approach that had been described and developed in a Western context was a clear case of the research context not fitting the environment in which it was being applied. The school had based their bilingual programme on North American bilingual immersion programmes, expecting that these models would work equally well for them. The difference between high-status bilingual programmes and a programme in English and Kiswahili is significant, and we needed to find an approach that was rooted in the Kenyan context. I developed the term 'ethical bilingual education' to represent the nature of a programme that is rooted in the local and in respecting students' natural linguistic profiles. To support the teachers in adapting the concept of translanguaging to fit their environment, I developed a framework for application that we used as a planning and reflection tool. The success of the framework led me to trial it with other schools with different linguistic characteristics. The outcome was published in a journal article, outlining the underpinning theory of translanguaging and the need for considered application. This framework is now used in schools all over the world and I have given numerous lectures, webinars, and professional development sessions around the use of the framework as a planning tool, and as a tool for action research. The initial case study developed into a secondary case study, using the framework for an action research project in the Kenyan school. In this case study, I also shifted my own participation from researcher to mentor and supported two staff members in developing and running the action research project. This shift is another element of my role as bridge from theory to practice, and from practitioner to researcher to mentor.

4.3 Summary

In defining my scholarly positioning, I aspire to the *Scholarship of Application*, a paradigm which sees social problems as the motivator for scholarly investigation which is designed to be helpful to both individuals and institutions (Boyer, 1990). My research seeks to provide answers to the social problem of loss of language and learning opportunities for bilingual children in families and in schools. Most of my work and research has taken place in the context of international communities, inquiring about issues related to developing bilingualism. Throughout, I have been concerned with investigating how we can promote, develop, and manage change through deepening understanding, creating systematic practice, and reflecting on progress. In the projects themselves and in the publications submitted here, I focus on the nature of change, and on building systems that support inclusive practices around language use, language teaching, and language learning.

Chapter 5 Publications

The previous chapters have described my research context, methodology and research projects. In this chapter I will describe my positioning in the field, my publications, and impact, using my projects as anchor.

5.1 Bridging the gap between research and practice

A central element of my journey as a researcher has been in situating myself as a bridge between research and practice in education. One route to improving approaches in education is to develop sound research projects that have the school context at the core. To share this research with key stakeholders, it is important to publish in ways that are accessible to schools, teachers, and parents who sit outside the systems of academic knowledge-sharing. This aspect of my work has led me to develop school-based research that is rooted in, but not focused on, academia, and to create avenues to share knowledge directly with policymakers, school leadership, teachers, and parents. Engagement with writing for other audiences and extra-academic purposes is a feature of my writing that I developed over time, and I believe is key to the impact I have had in my field. In completing my PhD by Published Works, this journey that began with bridging research to practice is now coming full circle by presenting my findings from practice to an academic audience.

The research programme submitted covers work carried out over 20 years in different teaching contexts and multiple countries. Each project is linked to and builds on its predecessors through the themes of the research and the evolving methodology of the researcher. While the key questions investigated are unique, they are all related to second language acquisition theory

and research that stems from the teaching context. It is this strong connection between theory and practice, and the core understanding that context is central to developing practice, that is a strength of my research and publications. Each project developed and described in this synthesis is an attempt to bridge the gap between SLA research and what happens in families and schools, and to answer the questions that parents and educators have about their own contexts. As such, the choice of publication in terms of genre, audience, and text type is central to the programme of research. I have explicitly chosen to publish mainly book chapters/books, as these are more accessible to teachers and parents both in terms of availability and in terms of writing style. While academic journals and books are fundamental to our knowledge-sharing as a profession, they can act as gatekeepers that exclude lay people, including teachers, from accessing and benefiting from research. My choices of how to share my work have been rooted in who the research is designed to serve. This is evident in the publications submitted (Table 6), but also in the wide range of additional publications in practitioner journals, and the blend of conference presentations across academic and practitioner contexts (Appendix A and Appendix B).

Table 6 Overview of Publications

Date and author(s)	Title	Publication details
Project 1: Motivation and SLA		
2012 Crisfield E, & White, J. (100% contribution)	Motivation Research and SLA: Bringing it into the classroom.	In M. Pawlak (Ed.), *New Perspectives on Individual Differences in Language Learning and Teaching* (pp. 217-232). Berlin: Springer-Verlag. Peer-reviewed book chapter
Project 2: Bilingual Families		
2021 Crisfield, E.	Bilingual Families: A practical guide to language planning.	Bristol: Multilingual Matters Peer-reviewed monograph
Project 3: Linguistic and Cultural Innovation in Schools		
2018b Crisfield, E.	Dynamic Multilingualism in International Schools.	In J. Spiro, & E. Crisfield, *Linguistic and Cultural Innovation in Schools: The Languages Challenge* (pp. 93-123). Cham: Palgrave Macmillan. Peer-reviewed book chapter
2018d Crisfield, E.	Moving from 'English-only' to Multilingual Empowerment.	In J. Spiro, & E. Crisfield, *Linguistic and Cultura Innovation in Schools: The Languages Challenge* (pp. 159-184). Cham: Palgrave Macmillan. Peer-reviewed book chapter
2018e Crisfield, E.	To Square the Particular with the Global	In J. Spiro, & E. Crisfield, *Linguistic and Cultural Innovation in Schools: The Languages Challenge* (pp. 57-92). Cham: Palgrave Macmillan. Peer-reviewed book chapter
Project 4: Pedagogical translanguaging in International Schools: A Framework		
2018a Crisfield, E.	Challenging the Monolingual Habitus of International School Classrooms.	*International Schools Journal, XXXVII*(2), 77-84. Peer-reviewed journal article Peer-reviewed again and reprinted in the Ecolint Institute Research Journal / Journal de recherches, Vol. 6, 2020, p.45-51
2021 Crisfield, E., Holland, A., & Gordon, I. 70% contribution	Translanguaging as a pathway to ethical bilingual education: An exploratory case study from Kenya.	In B. Paulsrud, Z. Tian, & J. Toth (Eds.), *English-Medium Instruction and Translanguaging* (pp. 62-76). Bristol: Multilingual Matters. Peer-reviewed book chapter

5.1.1 Project 1: Motivation and SLA

This project led to one publication, which was a chapter in a peer-reviewed edited volume

(Crisfield-Burr, 2012). As a novice researcher, I was encouraged to publish my work as a journal

article but chose a book chapter as I wanted to ensure that teachers of ESL/EFL could access my

research if they felt it was helpful to their contexts, and books are more accessible to ELT

practitioners than journal articles. I also wanted to share my research findings within the CEGEP

context in ways that moved from academic voice to practitioner voice. To achieve this, I

presented the research to the participants in my department, prior to publication and

presented the study at the main ESL practitioner conference in Québec to reach the wider

community and potentially impact practice in different areas of the system. This was followed

by presenting the study at the joint conference of the American and Canadian Associations for

Applied Linguistics (AAAL/CAAL) in 2005. A strength of this project and publication is the mixed-

methods approach that allowed for large-scale data collection and therefore reliability in the

results. This strength has, to some extent, influenced the limitations of the practical impact that

the study and publication have had; it is so specific in its context that, while it has been cited in

other academic papers, it forms part of the literature review and there is no indication that it

has changed practice in any way. The lessons I learned from this project about impact, and my

own perspective on how impact is measured in education, have influenced my methodology

and publishing trajectory significantly.

5.1.2 Project 2: Bilingual Families

My second project is also represented by one publication, in this case a peer-reviewed book

(Crisfield, 2021). It is my longest running project and included multiple levels of engagement

with families and communities through seminars, workshops, my parent blog, and family

language planning consultations. Although the output here appears as one book, it is based

partly on content that I wrote for my parent blog over a period of eight years, all of which was

guided by interactions with families. Distilling ten years of work into one fairly short book was

one of the biggest writing challenges of my career to date. It had taken me some time to

become comfortable with the style of writing necessary for a blog, and now I reframe that

content and shift it to a voice appropriate for a semi-academic book which would remain

accessible to parents, many whom would be multilingual themselves. I determined that the

book must be 'academic enough' to be accepted as legitimate, but not so academic that it

made parents feel like outsiders or interlopers in the genre. To achieve this, I structured the

book very carefully, including revealing the research base through the bibliography in *Chapter*

1: Demystifying Bilingualism rather than through in-text citations, and kept the book as short as

possible. I wanted parents to pick it up and feel that it had been written for them, always

centring on their experiences, questions, and concerns, and providing evidence-based support

for their journeys with their children. Reviews for the book indicate that I have been successful

in delivering a research-based book that is accessible to the intended audience (Appendix D). I

would assert that this is a strength of the publication, along with the depth and breadth of data

that informed the family language planning process which the book outlines and supports.

There is always a limitation in work with families related to their specific contexts; success in

raising bilingual children is influenced by so many factors that is impossible to ensure that the

information is generalisable across all contexts and family situations. I provided vignettes and

examples along the way, and with the reflection and planning documents, used these to give as

full a picture of the process for families as possible.

5.1.3 Project 3: Linguistic and Cultural Innovation

My third project is represented by three book chapters (Crisfield, 2018b; Crisfield, 2018d;

Crisfield, 2018e). Two of these chapters report on a single case study, and the third chapter

reports on one full case study and two mini-case studies presented as vignettes. The chapters

form part of a compilation of five chapters, all featuring schools that chose innovative

approaches to languages in order to better serve their students and community. These case

studies were a direct result of the research project that I chose not to publish (see 3.3). The

frustration at the relative lack of success in that project led to the initial question about how

schools could successfully enact change around language learning and teaching. These case

studies, and the resulting chapters, were formatted to allow for cross-system comparison at

different points of the journey. The framework of five consistent questions gave a parallel

structure to the chapters, and at any point a reader could look across chapters to see the same

questions reflected in the stories of each school. In each case study, I provided rich contextual

information about the school, so that readers could identify similarities and differences with

their own context and consider how the same change process would result in different

outcomes based on context. A main strength of this project and the chapters that connect it is

the richness in context and variables across all the case studies, and the cohesion of the

framework of five sections/questions. These two elements give ample opportunity for

teachers/schools to compare their own contexts and challenges and see possible ways forward

in their own journey. These chapters have attracted attention from other emerging researchers

in the international context, and from schools across the sector as well. I am currently working

with fifteen schools across seven countries, all on projects that are related to the research

presented in these chapters. The measure of ultimate impact is hard to ascertain but I have

certainly seen an increase in schools and organisations looking to engage in transformative

work on their language-related practices over the last five years, as evidenced by my wider

engagement in and across sectors (Appendix C).

5.1.4 Project 4: Pedagogical Translanguaging in International Schools

The final project I am submitting includes two consecutive publications (Crisfield, 2018a; Crisfield, Holland, & Gordon, 2021). These two research projects exemplify my epistemological perspective on the co-creation of knowledge through research, bridging from applied linguistics research to practice in schools. They also represent my conviction that when researchers work in schools they should consider the apprenticeship to research as a key outcome of the work.

The first publication is the result of a collective case study, although I do not report on the data directly. Over the course of three years, I introduced the concept of translanguaging to teachers in four schools in four different international contexts. I worked with groups of teachers to trial, reflect, and refine their approaches to integrating multilingualism into their teaching. The translanguaging cycle presented in this article is based in those experiences, as I worked to find ways for teachers to develop an understanding of why, when, and how we can enrich learning through the translanguaging lens. A significant issue I faced in working with teachers was the lack of concrete, actionable strategies and processes to use when developing a translanguaging approach. Much that is written about the topic is ideological in nature and focuses on *why*. Teachers regularly shared that they wanted a clear *how* and examples of practice, which forms the core of this article. I have also used the framework to support teachers in developing action research on the practice of translanguaging within their own contexts.

The second publication is an outcome of this mentor-researcher relationship, where I mentored two staff members over the course of the case study and co-wrote the chapter with them. This

handover from outsider to insider is important in empowering teachers and schools to engage with research, and to continue to research their own contexts without my on-going support. What is notable about these two publications is that they move from more general descriptions of the framework to a concrete example from a school, and then give insight into how they navigated the process and what they learned along the way. Thus, they show the bridge from the theoretical article to the practical implementation of the translanguaging cycle. In planning the first article, I made a choice not to report it as a study, and therefore not to report on the data per se. I made this choice as I wanted the article to feel direct and practical, rather than reading as a research report. However, reporting on the data itself would have provided a foundation for readers to reflect on in addition to the practice aspects, and would have strengthened the overall publication both in terms of the content and to align with my theory to practice approach.

5.2 Overall impact

Although my route to academia and a PhD has been non-traditional (outside or on the edges of academia), I have many examples of the impact of my work in the academic sphere. My research and educational work have led to being co-opted to the Executive of NALDIC (the UK's EAL Subject Association), where I support both Events and Publications, and have started a new network of SIGs. I am a founding member of the BAAL EAL Research Network, and member of several other SIGs as well (Language Policy Forum; Language Teaching and Learning; Linguistics and Knowledge about Language in Education; Languages in Africa). I have presented my research at annual conferences of each of the above, as well as the main BAAL conference. My h-index on Google Scholar is 4 (with 3-5 being the expectation for an Associate Professor).

While this figure is gratifying, it is a shallow representation of impact, as it only measures academic citations and most of my publications are not aimed at this type of audience or purpose. I consider my on-going engagement with schools, and now whole jurisdictions, as far better evidence of impact, as it reflects the number of teachers and schools that are making efforts to shift toward inclusive practices with their bilingual learners. This engagement extends to a strong profile in the education sector, as evidenced by my publication and conference record (see Appendices A, B, C, E). My approach to combining research with practice has led to substantial projects that bridge from academia to schools and the wider community. I am currently leading a project that has resulted in the development of a Language Policy for Jersey Education which will have a direct impact on changing approaches to working with multilingual learners across the Island, including schools, Birth – 5 settings, youth services, the social care sector, and the Office for Jèrriais. A research project will run in parallel, investigating change in teacher attitudes and practices on working with bilingual learners, which is based on the earlier project (see 3.3) that was not published for ethical reasons, but served as a springboard for **Project 3**, and now for a longitudinal research project in a system that is providing the top-down support for improving practices which was lacking in the original project. I am also currently engaged in research on family language planning in schools, based on the systems and knowledge developed for **Project 2.** I have been working with the partner school for three years to integrate family language planning into admissions for early years, and we are now gathering data from various stakeholders of the impact of this process. This case study will be published in an edited volume (*Multilingualism, Multiculturalism and Inclusive Education*) expected to be

published in 2023. Other schools have reached out let me know that they are using *Bilingual*

Families to engage in family language planning with parents as well, even without my support.

Chapter 6 Reflections and Conclusions

In concluding this critical analysis of my research projects, submitted research and publications, I will reflect on the process of becoming a researcher, what I have learned, why it matters, and what my priorities are for learning and research moving forward. I am privileged, in my consultancy and academic work, to wear many hats, all of which are complementary to each other. My work as a consultant supports my research, and the research itself strengthens me as a lecturer and consultant. In both spheres I am also engaged in mentoring, whether that is with practitioner partners or graduate students. Positioning myself as teacher-consultant-researcher-mentor allows for collaboration, cross-fertilisation, and a richness of experience bridging research to practice and practice to research, and in developing my *scholarship of application* trajectory. I become a better researcher from mentoring others in research, and a better teacher from learning from the teachers that I work with in schools. This unique positioning has given me the opportunity to do transformative work with schools, and to disseminate this work in ways that can inspire other schools as well.

My research plays a significant role in bringing to light the challenges and opportunities in developing pluralistic approaches to language teaching and learning that acknowledge and respect the multilingual children at the heart of international schools and communities. The original contribution of my research is that it has reached into the centre of international education, to challenge the received wisdom that more English, earlier, is what is right for all children. For every opportunity there is a potential cost, and for many children, the cost of an English-language education will be fluency in their own language and the access that brings to

family, culture, community, and work. My work challenges this hegemony of English and aims to work directly with parents and schools in developing ethical and holistic approaches to language development. This work now extends past the international context and back into national contexts with my work with States of Jersey, which is whole-system engagement in educational change to support multilingual learners, based on my research with international schools and families.

My work now focuses on the framework in Figure 3 below, which I created to support schools in moving towards full linguistic inclusion. This framework is underpinned by a whole-school audit that schools can use to identify strengths and areas for improvement, and to track and document their progress, which is a key element of my work with schools.
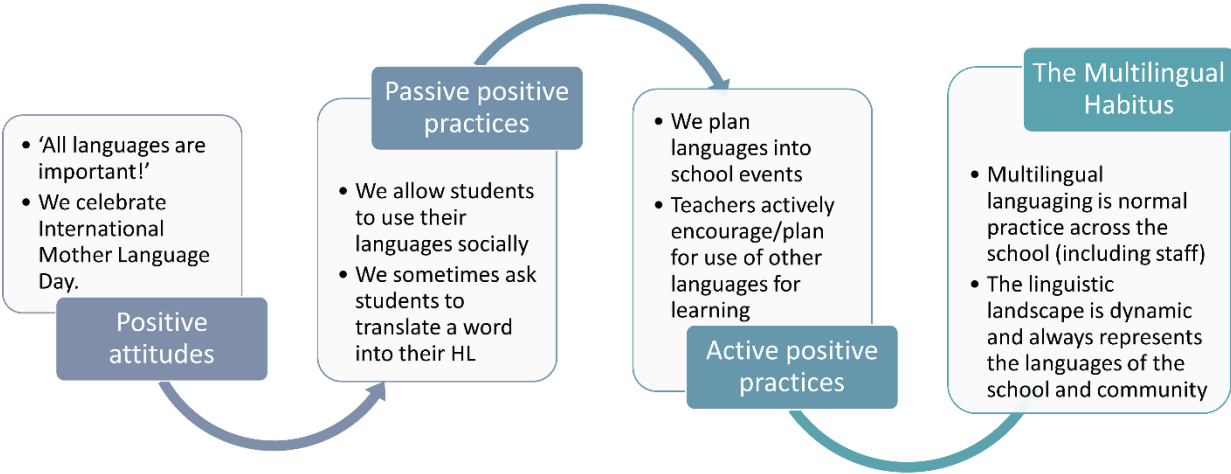

Figure 3 Orientations to linguistic inclusion in education

The process of writing this critical analysis has given me deeper insight into my motivations and

purposes as a researcher within a *scholarship of application* trajectory, and has enhanced my

determination to continue support the international education sector in developing

linguistically inclusive orientations and practices.

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Appendix A Full List of Publications

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Crisfield, E. (2018). How can Euro-CLIL inform EAL practice? *EAL Journal*(Summer), 28-29.

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Crisfield, E. (2019). Conversations with parents. *EAL Journal*(Summer), 43-44.

Crisfield, E. (2019). Every teacher is a language teacher: Fact or fiction? *EAL Journal*(Autumn), 52-53.

Crisfield, E. (2020). Leveraging home languages in distance learning. *EAL Journal*(Summer), 44-45.

Crisfield, E. (2020). Making multilingualism work in the classroom. *EAL Journal*(Autumn), 50-51.

Crisfield, E. (2020). Portraits and pathways: Knowing your multilingual learners. *EAL Journal*(Spring), 64-65.

Crisfield, E. (2021). *Bilingual Families: A practical guide to language planning.* Bristol: Multilingual Matters.

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Blogs

Parent blog: https://onraisingbilingualchildren.com/

Teacher blog: https://www.crisfieldeducationalconsulting.com/blog

Appendix B List of Conference Presentations

Keynote: *Evidencing Multilingualism - problems and solutions*
ACAMIS English Language Conference (Nov 4-5, 2022)

Keynote: *Whose voice is the loudest?*
ECIS MLIE Mini-conference (February 24, 2022)

Keynote: Language and literacy development for multilingual learners: *What do we know and what can we do?*
Hampshire EMTAS Conference (October 15, 2021)

Plenary*: From Target Language Only to Translanguaging: How did we get here and where are we going?*
TESOL Greece (Mar. 7-9, 2020)

From ideology to policy to practice: The importance of local context in language planning
BAAL Language Policy Forum (Edinburgh, May 30-31, 2019)

Keynote: *From target-language only to translanguaging: How did we get here and where are we going?*
Belgian English Language Teachers' Association (Brussels, May 11, 2019)

Pre-conference event: *Improving Whole-school language practices*
Break-out session: *Language-integrated teaching*
Research to Practice Workshop: *From theory to practice: Developing a focus on vocabulary development in the classroom* (with Prof. Victoria Murphy)
ECIS MLIE Multilingual Learning Conference (London, Feb. 28-March 3, 2019)

Keynote*: Translanguaging Identities: Bridging Worlds*
Multilingual Schools Conference, Denmark, Nov. 11-13, 2018

Developing Critical Language Awareness in Ethical Bilingual Education: Three schools, three stories.
Association for Language Awareness Annual Conference, Amsterdam, July 4-7, 2018

Leadership for Languages: Whole-school capacity building
ECIS Leadership Conference: The Language and Design of Learning, Berlin, April 3-7, 2018

Expert Panel: *English and World Language Learning That Works: Maximizing success through transformed cultures, programs & practices*
AAIE Leadership Conference and Expo (New York, Feb. 5-7, 2018)

Languages in the Classroom: The final frontier
Alliance for International Education Conference: Internationalising Schools (Amsterdam, Oct. 6-8, 2017)

Translanguaging Teaching: Reintegrating multilingual practices into natural environments.
International Symposium on Bilingualism, Limerick, June 11-15, 2017

Translanguaging Teaching in Kenya: Challenges and Opportunities
Languages in Africa Special Interest Group Conference (Reading, May 11, 2017)

Translanguaging: At the intersection of language and learning
CIS Symposium on Intercultural Learning (Singapore, March 20-21, 2017)

Translanguaging in International Schools: Bringing Language Diversity into the Classroom
CIS Symposium on Intercultural Learning (Amsterdam, March 9-10, 2017)

Mother Tongue at the Centre: Using Structured Translanguaging in the International Schools
ECIS EAL/Mother Tongue Conference (Copenhagen, Mar. 2-5, 2017)

Beyond EAL: Supporting Language Learners in British Schools
British Association for Applied Linguistics conference (University of Warwick, Sept-4-6, 2014)

Second Language Teaching at the Centre: Promoting language learning across the curriculum
BAAL Language Learning and Teaching conference (University of Leeds, July 4-5, 2014)

Round Table*: Early Language Learning*
Poliglotti4eu Closing Conference (Parma, Italy, November 2012)

Beyond EAL: Supporting language learners in British schools, Presented at the Language Learning and Teaching conference (BAAL) (Oxford, July 2012)

Raising Bilingual Children Abroad: Theory and practice
Families in Global Transition conference (Washington, DC, March 2012)

Teacher Education for Bilingualism
Poliglotti4eu Expert Seminar on Early Language Learning
Mercator European Research Centre on Multilingualism and Language Learning (February 2012)

Content usefulness, interest and motivation: A survey study
AAAL/CAAL conference (Montreal, Canada, June 2006)

Motivation Research and SLA: Bringing it into the classroom
40th annual IATEFL conference (Harrogate, 2006)

Mind the Gap: Bringing together research, teaching and teacher training
38th annual IATEFL conference (Liverpool, 2004)

Motivation and SLA: Bringing it into the classroom
25th annual SPEAQ conference (Quebec City, Canada, 2002)

Appendix C Wider Engagement

Podcasts

Talking their language with Helen Bodell
Jersey's First Language Policy (May 24, 2022)

Empowering ELLs
Episode 98: Raising Bilingual Families (February 24, 2022)

Learning Ladders
Improving the learning and experiences of bilingual/multilingual learners (February 16, 2022)

The Language Revolution
Bilingual Education Roadmap (September 15, 2020)
EAL – where to start? (September 22, 2020)

Kletsheads (English Version)
How to Plan for a Bilingual Baby (June 30, 2020)

Blog posts

Pearson International Schools
The languages challenge: how is your school doing? (March 11, 2022)
https://blog.pearsoninternationalschools.com/the-languages-challenge-how-is-your-school-doing/

Translanguaging – what is it and how do you plan for it? Frequently Asked Questions (June 16, 2020)
https://blog.pearsoninternationalschools.com/translanguaging-what-is-it-and-how-do-you-plan-for-it-faqs/

Translanguaging – what is it and how do you plan for it? (May 28, 2020)
https://blog.pearsoninternationalschools.com/translanguaging-what-is-it-and-how-do-you-plan-for-it/

Home languages in school – why are they important? (May 12, 2020)
https://blog.pearsoninternationalschools.com/home-languages-in-school-why-are-they-important/

Multilingual students in the classroom: Your questions answered. (July 19, 2019)
https://blog.pearsoninternationalschools.com/multilingual-students-in-the-classroom-your-questions-answered/

Getting literacy right in international schools. (April 16, 2019)
https://blog.pearsoninternationalschools.com/getting-literacy-right-in-international-schools/

Debunking the 'immersion only' myth. (April 4, 2019)
https://blog.pearsoninternationalschools.com/debunking-the-immersion-only-myth/

Is there a potential pandemic of language loss in international schools? (March 21, 2019)
https://blog.pearsoninternationalschools.com/is-there-a-potential-pandemic-of-language-loss-in-international-schools/

Promoting home language use: How do we make a difference? (January 29, 2019)
https://blog.pearsoninternationalschools.com/promoting-home-language-use-how-do-we-make-a-difference/

Oxford University Press
The Role of L1 in EMI (February 5, 2019)
https://oupeltglobalblog.com/2019/02/05/use-of-l1-in-emi-understanding-why-and-moving-to-how/

Learning Ladders
Leadership Approaches to Linguistic Diversity in Schools (February 7, 2022)
https://www.learningladders.info/news/leadership-on-languages/

Webinars

Bell Foundation (March 25, 2022)
Practical Strategies for a Linguistically Inclusive Classroom
https://www.youtube.com/watch?v=3fZ0gP4E5fU&t=2s

Pearson International Schools Webinars
The Big Think: The Languages Challenge (March 1, 2022)
https://www.pearson.com/international-schools/events/2022/03/the-big-think--the-languages-challenge.html

Translanguaging – what is it and how do you plan for it? (June 11, 2020)
https://www.pearson.com/international-schools/events/2020/06/webinar-translanguaging.html.html

Multilingual Students in the Classroom (April 4, 2019)
https://www.pearson.com/international-schools/events/2019/04/multilingual-students-classroom.html

Appendix D Reviews of Work

Note from publisher: *'very high pbk sales and high epub sales, indicating that the book is being bought by individuals, which is the market it's intended for. For context, it's sold nearly double the number of paperbacks of the next best-selling title!'*

Bilingual Families

This is a clear, engaging, and accessible guide for parents who are interested in raising their children with more than one language. Evidence-informed, yet simultaneously structured and written so as to truly facilitate parents' reflection and engagement, it offers practical and realistic advice. A must-read for any parent interested in bestowing the gift of language onto their children. --Victoria A. Murphy, University of Oxford, UK

Drawing on her extensive experience of working with families, educators, and policymakers concerned with language learning and multilingualism, Crisfield separates facts from fiction, offers a balanced assessment of the challenges as well as the opportunities associated with bilingual child-rearing, and provides immensely useful tools to guide discussion and rational decision-making within families. --Jim Cummins, University of Toronto, Canada

This book is a ground-breaking resource for all parents raising children bilingually. It not only explains the many contexts in which bilingualism can occur, but helps parents form the best plan for their particular multilingual situation. I will recommend it highly to many families I work with whose questions I couldn't answer before! --Ruth E. Van Reken, Co-author, Third Culture Kids: Growing Up Among Worlds (3rd edn), Co-founder, Families in Global Transition

5.0 out of 5 stars **Practical and very helpful book!**

Reviewed in the United Kingdom on 1 May 2021

I love how this book has made the evidence-based theory so accessible. I felt I understood the reasons behind choices I might make, rather than just having a lot of options and no guidance on how to apply it to our family. Really practical and useable (also not too long or overwhelming!) and super helpful. Highly recommend.

Book reviews

BILINGUAL FAMILIES: A PRACTICAL LANGUAGE
PLANNING GUIDE Crisfield, E.
Bristol: Multilingual Matters, 2021

Appendix E List of Schools and Organisations

List of organisations that have engaged in various elements of CPD linked to publications through professional development or advising

Aga Khan Academy Maputo

Aga Khan Academy Mombasa

Aga Khan Academies Foundation

Aiglon College

American School of The Hague

Albertdingk Thijm Scholen

Beijing City International School

Blijberg International School

Breda International School

British School of Amsterdam

International School of Delft

European International School Ho Chi Minh City

European Patent Office (The Hague and Munich)

European Space Agency

Glendale Gaelic Primary School

Haut-Lac Bilingual International School

HSV International School

Institut Le Rosey

International Criminal Court

International Criminal Tribunal for the Former Yugoslavia

International School of Geneva

International School of Turin

International School of The Hague

Philip Morris International

Shell Global

Taipei European School

UWC Maastricht

UWC South East Asia

Appendix F Submitted Publications (with co-author statements)

1. Co-author statement for *Motivation Research and SLA: Bringing it into the classroom*

2. Crisfield-Burr, E. (2012). Motivation Research and SLA: Bringing it into the classroom. In M. Pawlak (Ed.), *New Perspectives on Individual Differences in Language Learning and Teaching* (pp. 217-232). Berlin: Springer-Verlag.

3. Crisfield, E. (2021). *Bilingual Families: A practical guide to language planning.* Bristol: Multilingual Matters.

4. Crisfield, E. (2018). To Square the Particular with the Global. In J. Spiro, & E. Crisfield, *Linguistic and Cultural Innovation in Schools: The Languages Challenge* (pp. 57-92). Cham: Palgrave Macmillan.

5. Crisfield, E. (2018). Dynamic Multilingualism in International Schools. In J. Spiro, & E. Crisfield, *Linguistic and Cultural Innovation in Schools: The Languages Challenge* (pp. 93-123). Cham: Palgrave Macmillan.

6. Crisfield, E. (2018). Moving from 'English-only' to Multilingual Empowerment. In J. Spiro, & E. Crisfield, *Linguistic and Cultural Innovation in Schools: The Languages Challenge* (pp. 159-184). Cham: Palgrave Macmillan.

7. Crisfield, E. (2018, April). Challenging the Monolingual Habitus of International School Classrooms. *International Schools Journal, XXXVII*(2), 77-84.

8. Co-author statement for *Translanguaging as a pathway to ethical bilingual education: An exploratory case study from Kenya*

9. Crisfield, E., Holland, A., & Gordon, I. (2021). Translanguaging as a pathway to ethical bilingual education: An exploratory case study from Kenya. In B. Paulsrud, Z. Tian, & J. Toth (Eds.), *English-Medium Instruction and Translanguaging* (pp. 62-76). Bristol: Multilingual Matters.

CONCORDIA UNIVERSITY

1455 de Maisonneuve Blvd. W.
Montreal, Quebec. H3G 1M8

August 31, 2021

To Whom It May Concern:

The purpose of this letter is to confirm that Eowyn Crisfield was the sole author of *Motivation Research and SLA: Bringing it into the Classroom*, which she wrote based on her M.A. thesis. As I was her thesis supervisor, she included me as co-author, which is the policy at Concordia, but the chapter was her initiative and entirely her own work.

Sincerely,

Joanna L. White

Dr. Joanna L. White
Associate Professor, Emerita
Concordia University, Montreal

Motivation Research and SLA: Bringing it into the Classroom

Eowyn Crisfield and Joanna White

Eowyn Crisfield

Bilingual Families

A practical language planning guide

3

To Square the Particular with the Global: The Aga Khan Academy Mombasa

Eowyn Crisfield

The contents of this book chapter have been removed from this version of the thesis due to copyright restrictions.

Crisfield, E. (2018). To Square the Particular with the Global: The Aga Khan Academy Mombasa. In: Linguistic and Cultural Innovation in Schools. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-64382-3_3

4

Dynamic Multilingualism in International Schools: German European School, Singapore

Eowyn Crisfield

6

Moving from "English Only" to Multilingual Empowered: The British School of Amsterdam

Eowyn Crisfield

The contents of this book chapter have been removed from this version of the thesis due to copyright restrictions.

Crisfield, E. (2018). Moving from "English Only" to Multilingual Empowered: The British School of Amsterdam. In: Linguistic and Cultural Innovation in Schools. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-64382-3_6

Challenging the monolingual habitus of international school classrooms

Eowyn Crisfield Burr

17 June, 2021

To whom it may concern,

This letter is to attest to the authorship of specific sections of the submitted publication:
Translanguaging as a Pathway to Ethical Bilingual Education (Crisfield, Holland, & Gordon, 2021).

Eowyn Crisfield wrote the following sections:

Introduction

Languages in Education in Africa

Current Issues in English-medium International Education

Building a Model for Ethical Bilingual Education

From Theory to Practice: A Pedagogy of Translanguaging

Reflections and Lessons Learned: From Micro to Macro

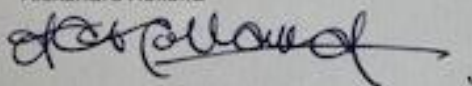Intentional Planning in a Translanguaging Approach

Limitations

Conclusion

All co-authors supported each other with edits/revisions throughout the process.

Signed,

Alexandra Holland

Isla Gordon

To whom it may concern,

This letter is to attest to the authorship of specific sections of the submitted publication: Translanguaging as a Pathway to Ethical Bilingual Education (Crisfield, Holland, & Gordon, 2021).

Eowyn Crisfield wrote the following sections:

Introduction

Languages in Education in Africa

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From Theory to Practice: A Pedagogy of Translanguaging

Reflections and Lessons Learned: From Micro to Macro

Intentional Planning in a Translanguaging Approach

Limitations

Conclusion

All co-authors supported each other with edits/revisions throughout the process.

Isla Gordon

5   Translanguaging as a Pathway to Ethical Bilingual Education: An Exploratory Case Study from Kenya

Eowyn Crisfield, Isla Gordon and
Alexandra Holland

The contents of this book chapter have been removed from this version of the thesis due to copyright restrictions.

Crisfield, E., Gordon, I. and Holland, A. (2021) Translanguaging as a Pathway to Ethical Bilingual Education: An Exploratory Case Study from Kenya In *English-Medium Instruction and Translanguaging* ed. by B. Paulsrud, Z. Tian and J. Toth, Multilingual Matters