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## Biography

Steve Marshall is an Associate Professor in the Faculty of Education at Simon Fraser University (SFU) in Vancouver, Canada. Steve is currently researching the academic literacy practices across the disciplines of plurilingual students in Canadian higher education. For the last 10 years, Steve has coordinated SFU's Foundations of Academic Literacy course, a first-year writing course taken by 800+ students per year, 90% of whom are multilingual. Steve is author of the following textbooks published by Pearson ELT Canada: *Advance in Academic Writing* (B2 and C1 levels) and *Grammar for Academic Purposes* (B2 and C1 levels).

## Presentation:

**Plurilingual students as mediators across the disciplines in Canadian universities.**

## Abstract:

I present data from a one-year study of plurilingualism in Canadian higher education, illustrating how plurilingual students use multiple languages in English-medium classes ranging from comparative literature to applied sciences. I show how, as part of these practices, both students and their instructors are required to take on mediating roles to assist the learning process. The following data were collected in classes at a university in Vancouver, Canada: field notes from participant and non-participant observation, recordings of students' interactions as they used several languages in the learning process, interviews with students and their instructors, and students' written texts. I analyze the mediating roles of students and instructors through the lenses of plurilingualism and plurilingual competence. Accordingly, participants are understood as socially situated actors (Moore & Gajo, 2009), whose practices relate closely to their (inter)cultural practices, social/educational opportunities and constraints, and social/academic trajectories, which develop throughout lives and academic careers (Coste, Moore, & Zarate, 2009; Lüdi & Py, 2009). Findings show the importance of recognizing the role of plurilingual and intercultural mediation (CEFR Companion Volume, 2017; Council of Europe, 2001; Liddicoat, 2014; Piccardo, 2012; Zarate, 2004), through which teachers, teaching assistants, and students performed different mediation roles to bridge comprehension gaps in language and content.