

## Micro-Paper 67: *Multiverse Theory*



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### Defining the Term

For years, human beings have wondered about the origin of the world and how it affects the understanding of reality. This has led to theorizing principles of physics that depict the conditions for life: fine-tunings of the physical constant relied on the language of mathematics. Whether it is physics, mathematics, or philosophy, there is no denying that the aim of multiverse theory is to describe and explain reality.

The notion of “multiverses” or “parallel” universes is an assemblage of cosmology (a branch of astronomy), particle or high energy physics, and the ideas of the Atomists (5th century) and the Stoics (3rd century) in Greece. Specifically, these schools of thought ran counter to the geocentric model, which argued that (a) space is not limitless and (b) earth is the center of the universe. Multiverse theory, in this sense, posits (as early Greek philosophers did) that an infinite number of atoms traveling through an infinite void convey the creation of innumerable worlds, each distinctly different from one another due to randomization.

We live a world filled with cultural, ideological, and space and time barriers. Therefore, we need to question whether education systems are allegedly driven by the principles of education and teachers should look for methodological strategies that respond to students’ motivations. This is where multiverse theory comes into play: the idea that everything is and is not at the same time.

### Connecting it to LSLP

At LSLP, we believe that doing research means being participant observers of the world we live in. Thus, our perception of the world compromises the way we interact with ourselves, with others, and our own understanding of reality, always mediated by the environment which surrounds us. If researchers ought to be positioned near the object of inquiry, are even immersed in it, they are necessarily part of the phenomenon.

We have begun to draw on multiverse theory to better make sense of how our researchers’ personal interests

merge with their efforts in learning to teach and doing research. Our research routes and varying degrees of connoisseurship help to define the scope of the research routes and lines to illustrate the influence of the multiverse theory on data collection and analysis: people’s reasons for language learning may go over and above their intentions. Then, it is indeed teachers’ job to try to grasp their realities concerning their progression in learning processes.

### Expanding Second Language Research

During the permanent process of language learning, a person is undoubtedly changing their identity. There is no room for static states, dynamism is required toward meaning making. Albeit new challenges are brought up as to how teachers could implement in their classrooms to promote active participation no matter the language level.

Thanks to pop culture, multiverse theory has been spreading around movies and TV shows. Some examples include the vision of the “upside down” in the TV show *Stranger Things* and the concept of Multiverse in Marvel Comics, and its introduction in the film *Doctor Strange*. Physics has made clear that there is a unity connecting everything, represented graphically in the *Uroborus* –a snake eating its own tail–, which exposes the intimate link between the macroscopic and the microscopic domains. Nevertheless, in the aftermath of the multiverse theory, the illusion of playing with space and time poses an open view of going beyond standards and how language education must carefully consider the multiple realities and identities that come into play in the process of learning a second language.

### References

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