



# Session 1 - Objectives

- Being aware of our plurilingual identity
- Raising learners' and teachers' awareness of the plurality of their linguistic and cultural experiences
- Developing positive attitudes towards linguistic and cultural diversity



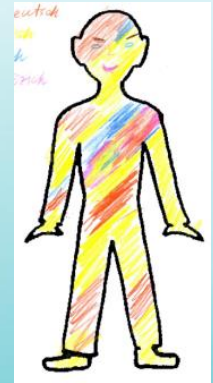
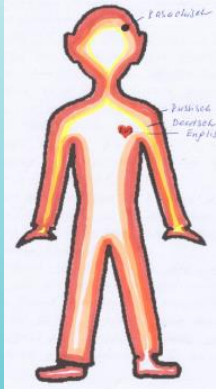


# Sharing together

In breakoutrooms (5 persons):

Please have a look at your portrayals, present them to each other and discuss:

- What strikes at first sight?
- Are there similarities/differences between the different portrayals?
- Why have you chosen the mentioned languages, colours, places in your body, type of exposure?
- What's the purpose of this activity? Do you do any similar activities with your classes? What would children learn from it?



Please choose a speaker in each group who will present the most important reflections quickly.

Name: Hannah

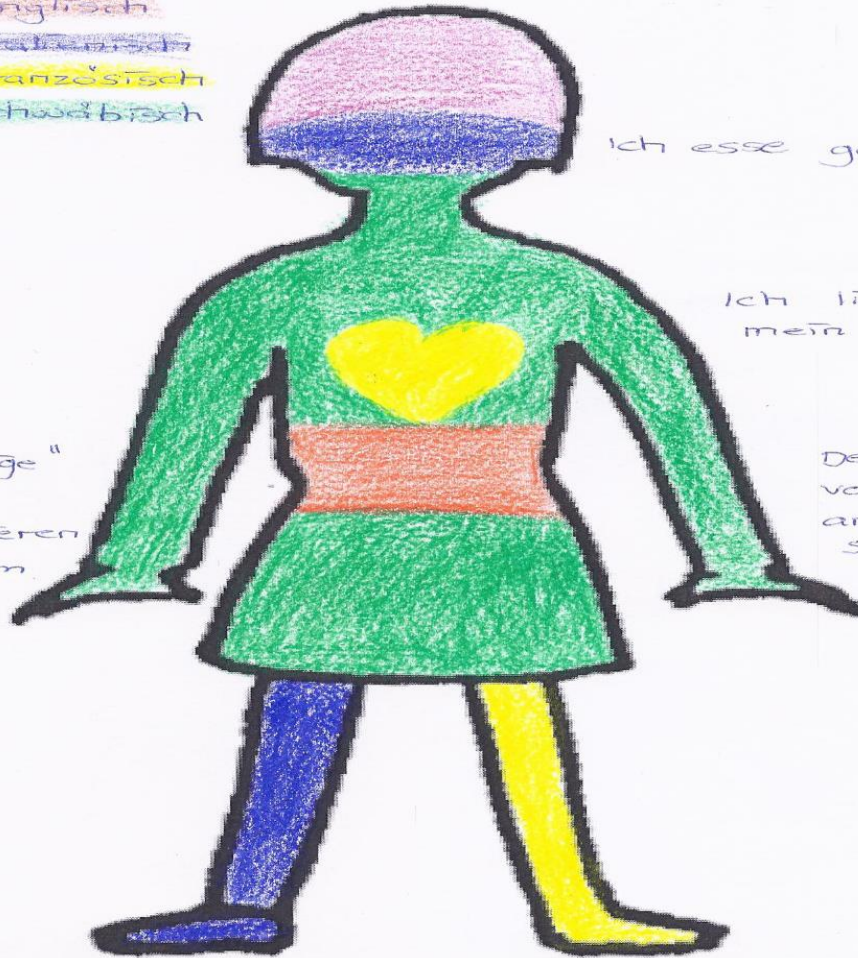
Sprachen: ~~Deutsch~~

Englisch

Italienisch

Französisch

Schwäbisch



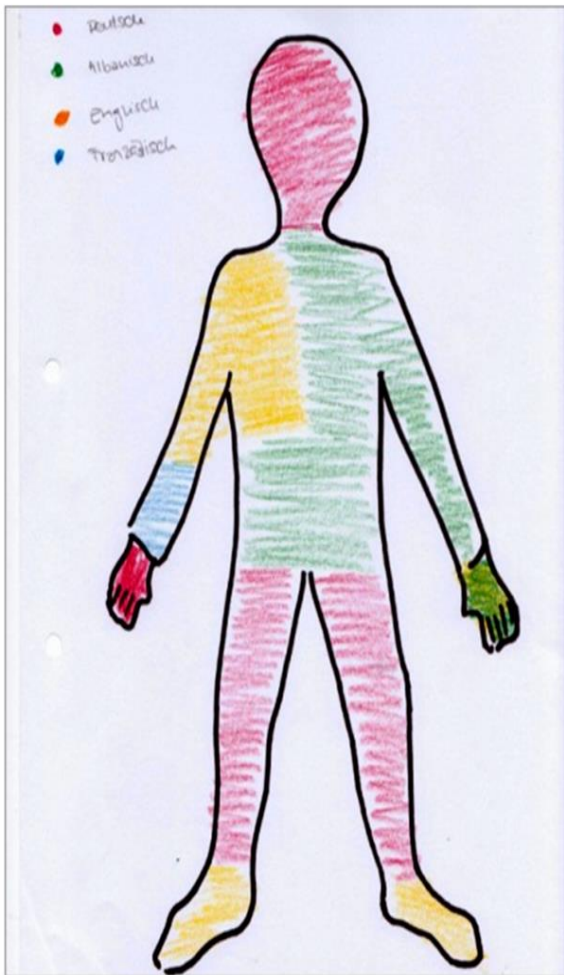
Ich esse gerne Italienisch

Ich liebe Französisch →  
mein Herz hängt daran

Der größte Teil  
von mir hängt  
am Dialekt  
Schwäbisch.

Englisch ist  
eine "wichtige"  
Sprache um  
zu kommunizieren  
→ die Luft zum  
Atmen

## Example 1



I speak four different languages. My mother or first language is Albanian. It covers a big part of my language body, because I use it every day to talk with my family, my friends and my boyfriend. Besides the biggest part of my upper body my hand my hand is also green / blue. I painted it that way, because Albanian, as my hand, too, is a tool, that helps me in my every day life. French, in the same hand, is marked with blue, too. It's only a small part, because I don't like this language too much. Nevertheless I can handle it and use it quite a lot in Switzerland. German is my second language. English is my last language. It's in my heart and feet. With English I can communicate everywhere in the

## Example 2

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## Example 3



**sex:** female

**vision:**

1. I would like to keep in mind all my languages.
2. I would like to remember new vocabulary much quicker than I do.

**drawing:** **The brown shore:** the Austrian mother tongue. There is no lake (language lake) without a good shore.

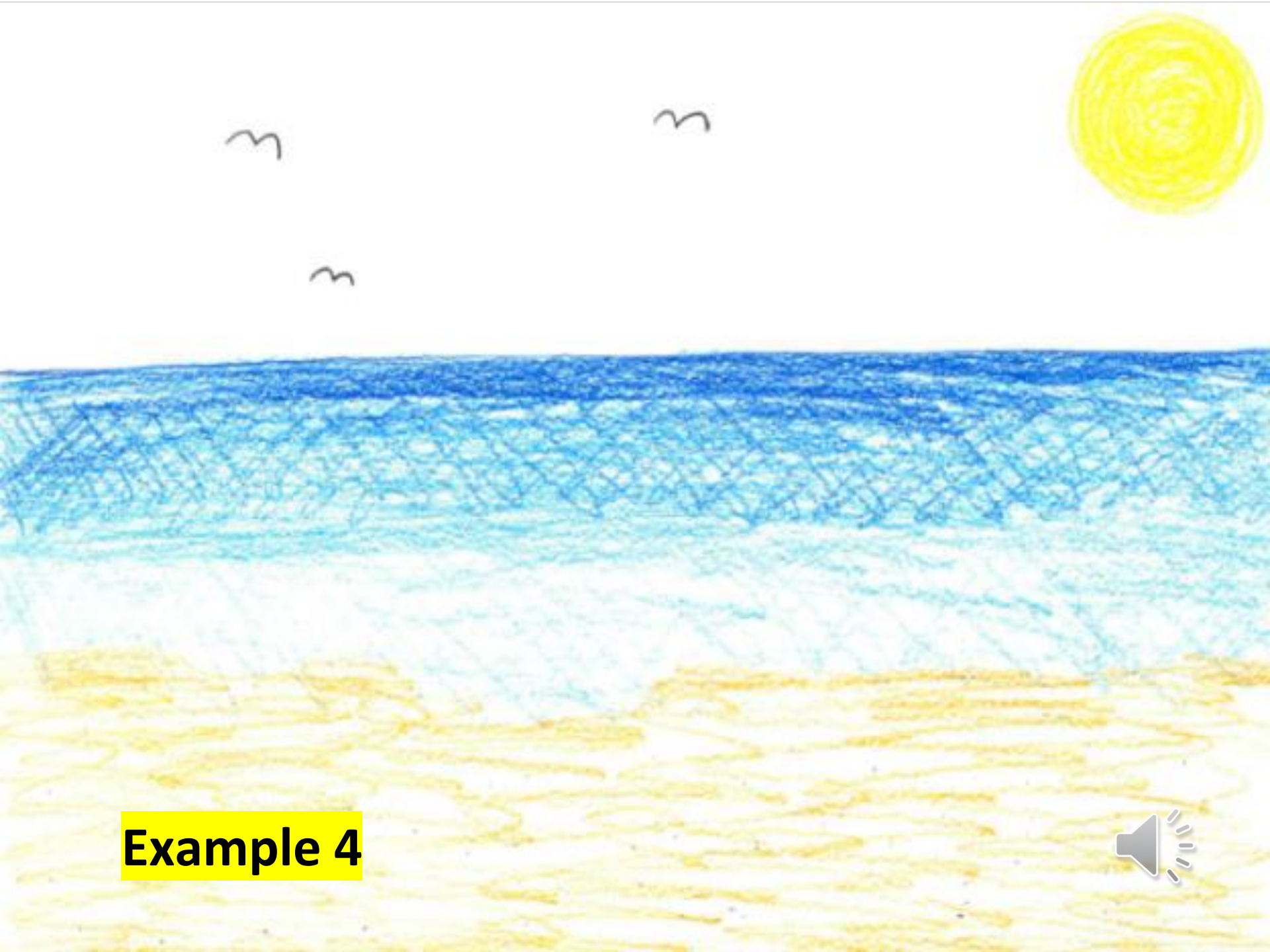
**The brown stones in the shore area:** my first foreign language - English.

**The one black stone:** my "dead" Italian.

**The green border of the lake + the lake itself:** The reed is rooted tightly in the shore area. For me, this symbolizes the Norwegian language, which for me has always to do with water. I manage the language in saying and writing. Because of that, the reed "rootes" already in the shore area.

**The so far only island:** Here is located the language that I learnt last. The sign language. Because this language is very lively, the small flower looks more than a pinwheel. This island should still expand a little bit. It could become a peninsula and get into contact with the shore. This would be my objective during the next few years.

In the lake there is still place for more "language islands".



**Example 4**





(Umbina Choban – Hénallux - Namur – 2020)

## In a multilingual and multicultural group

All pupils could make their competences / languages visible.

French (the language of schooling) was for all of them in the hands, because it was the language they used to communicate with each other.

## Example 5

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## Example 6

2. Think about the languages you can speak and fill in the table.



+	Languages	Where?	Who with?	Feelings	Symbols
	1.				
	2.				
	3.				
	4.				
	5.				

Rollanda Kabashi



# Example 6

## 2. Think about the languages you can speak and fill in the grid. (teacher's example)

Languages	Where?	Who with?	Feelings	Symbols
1. Albanian	My parents' place Kosovo  Working place	My parents and members of my family who do not speak French. Students' parents who can't speak French.	nostalgic frustrated  useful curious	roots 
2. French	home working place street	partner sisters friends colleagues	comfortable	integration
3. English	working place  university  most of the places I visit.	students / colleagues teachers/classmates  people I meet there	academic adventurous	globe 
4. Spanish	working place countries where Spanish is spoken.	students' parents natives	Useful exotic talkative	

Rollanda Kabashi



My mother tongue is Tagalog. I can speak it since I've learned how to talk. It's the first language I've known. I speak Tagalog with my family and other Filipino people. My parents insist that we talk in Tagalog at home because my siblings and I have been forgetting a lot of words recently.

The second language I've learned is English. My parents taught me a bit of it but I've learned it mostly at school. I use it when I talk with some of my friends who are English speakers and sometimes with my teachers. I also talk in English with people I've met online who are from other countries.

The third language I know is French. It's the language I use the most. I started learning it at 8 years old. Although I still make mistakes, I've got a lot better. However, I need to improve my vocabulary. There are still a lot of words that I don't know and it's an obstacle for me when I read books.

I am currently learning Korean during my free time. I once met a Korean exchange student learning my own language so it inspired me to learn hers. I also like KPOP and it disturbs me when I can't understand what the song is about.

## Example 7



# Conclusion

- Linguistic and cultural diversity is normal.
- With our languages we associate emotions, experiences, memories and people.
- Our languages are linked closely to our (language) biography and our identity.
- In many cases we have a „Herzenssprache“; often this is our first language.
- The languages of the learners have to be taken into account: „If we ignore the languages of the learners, we ignore the kids themselves.“ (Jim Cummins)



# Reflective dimension of language biographical work

## Various topics can be reflected:

- Emotions related to languages and cultures: affective and cultural dimension of language(s)
- Values and variations in language(s) use
- Identity formation
- Personal linguistic repertoire
- Analysis of interaction and communication in different linguistic contexts (= process)
- Metalinguistical reflection and language learning strategies
- Role of language(s) in education: teacher's language
- ...



**Goal: to work on oneself - positive attitudes towards plurilingualism**



# Maledive project

- Including our students' plurilingualism in the teaching of the language of schooling
- Profiles of learners in diverse contexts
- Activities for use in the classroom and for teacher reflection
- [maledive.ecml.at](http://maledive.ecml.at)



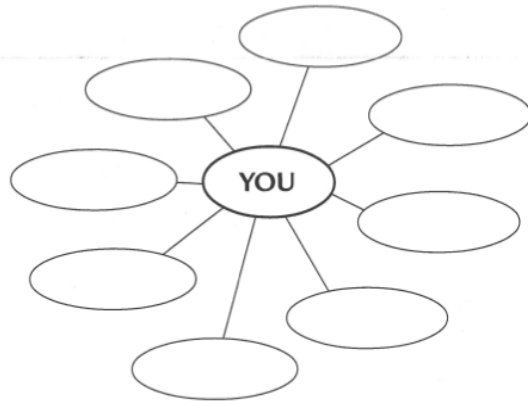
# PluriMobil Project

## You as a Culturally Diverse Person

### Discovering your cultural diversity

Take a few minutes to complete this diagram. In as many circles as you can, write a word you feel describes you or is a significant part of who you are or how you choose to identify yourself to others (e.g., sister, student, African-American, Christian, Democrat).

### Diagram of the Culturally Diverse You

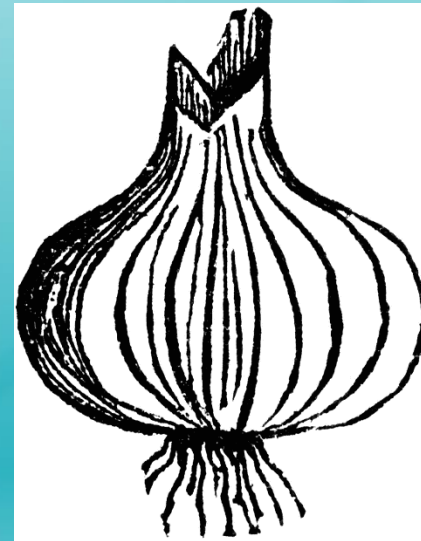


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Duplicable Masters DM-33

Multiple identities

<https://plurimobil.ecml.at/>



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# Multiple identities

There is us / them – All that we share - Denmark

<https://www.youtube.com/watch?v=jD8tjhVO1Tc> ()

Campaign against racism in Belgium

- [https://www.youtube.com/watch?v=j\\_RNKlp25CA](https://www.youtube.com/watch?v=j_RNKlp25CA) (Hicham)
- <https://www.youtube.com/watch?v=OpkfMSMc438> (Sarah)
- <https://www.youtube.com/watch?v=2NDpb5NsrNI> (Fatou)
- <https://www.youtube.com/watch?v=zvtlj71PsyE> (Lazlo)



SUPPORTING



MULTILINGUAL  
CLASSROOMS

Could you adapt this “technique” to your learners? How? Why?

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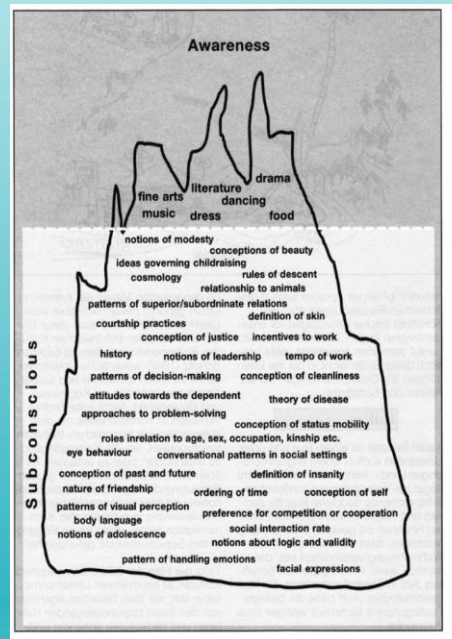
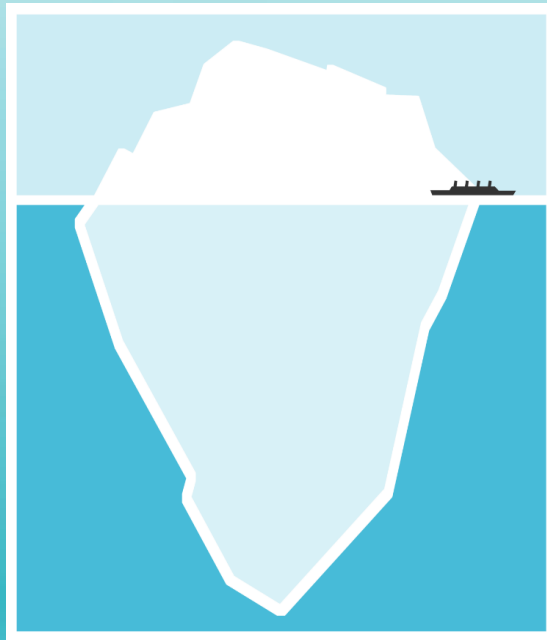




# PluriMobil

## Lesson plans about multiple identities (primary / lower secondary / upper secondary / vocational / teacher training)

The visible, the less visible, the invisible



<https://plurimobil.ecml.at/Home/tabid/3764/language/en-GB/Default.aspx>

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SUPPORTING



MULTILINGUAL  
CLASSROOMS

διάλειμμα για καφέ

Kaffitími

prestánka na kánu

Kaffepause

coffee break

υπληρή ρηημηρηηηη

Kaffeepause

pause café

pauza de cafea

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