



Session 3 – Objectives

- Building on the language repertoires of the learners and encouraging them to integrate their knowledge and skills of other languages into their language lessons.
- Developing positive attitudes towards plurilingualism and language learning
- Reflections on the day



Comparons nos langues! Let's compare our languages!

Have a look at the video! (Nathalie Auger, University of Montpellier, MARILLE, ECML)

https://www.youtube.com/watch?v=C874sN1_1WA (English) or
<https://www.youtube.com/watch?v=ZlBiAoMTBo> (French)

- What approach is being used? Please describe it.
- How does the teacher make use of information about the languages of his learners? What's the role of the learners?
- Have you tried out using the languages of the learners for grammar comparisons before?
- How could you use such an approach in your context?



Language portraits



Publications for the Austrian, German and Swiss context with informations about the most common migration languages, taking into account:

- informations about countries, school systems, history
- characteristic of the language, grammar (e.g. word classes)
- "typical" difficulties of learners
- grapheme and phoneme system

Language portraits and grammar comparisons

- Do you know similar publications or materials for the Slovakian context?
- Why is it important for (language) teachers to have such informations?
- Have you had any situation in which you needed further information about the languages of your learners? Why? Where did you get it from?



Differences between languages

There are linguistic
universals ...

... nevertheless

many differences
between
languages do
exist!

- **Phonological differences:**
Stressed syllables in words, open/closed syllables, combinations of sounds
- **Morphological differences:**
Sort of casus assignment (languages with/without articles), verb flection (suffixes), genus, plural
- **Semantical differences:**
Lexicalisation of linguistic concepts (translation of one word in different contexts...)
- **Syntactical differences:**
Position of words in sentences, unavailability of certain word categories
- **Pragmatical differences:**
Directness, indirectness, expression of courtesy /behaviour



Understanding different languages

In breakout rooms of 5 persons:

In the padlet you will find 2 activities for different age groups. Choose one of them and discuss the following questions:

- What did you do in order to understand the text ?
- What knowledge and skills did you use ?
- Discuss your attitudes (motivation / interest / etc....) while doing the task.

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



Understanding different languages

A mouse was walking around the house with her baby.

O eemol héiere si eng Kaz.

Le souriceau a très peur.

D Chatz chunnt necher.

Mama govori mišku:

« N'aie pas peur et écoute ! »

I pred svojim začudenim mališanom, ona počinje da laje :

« Ham ! Ham ! Ham ! »

Il gatto riparte subito di corsa impaurito.

Da sagt die Mama zu ihrem Mausekind :

« ¡Has visto lo útil que es ser bilingüe!»

Un ratòn se pasea por la casa con su ratoncillo.

Plötzlech ghöre si ä Chatz.

The baby mouse was very frightened.

Die Katze kommt näher.

Mamaja I thotë miushit:

“Faert ne a lauschter mir gutt no!”

Et devant son petit tout étonné, elle se met à aboyer :

« Vau vau, vau vau. »

O gato pōc-se a fugir chiro de medor.

La mamma dice allora al suo topolino :

« Vidiš kako je potrebno biti dvojezičan!
»



A mouse was walking around the house with her baby.
All of a sudden, they heard a cat.
The baby mouse was very frightened.
The cat came closer.
The mother mouse said to her baby : « Don't be afraid. Listen! »
And to the young mouse's greatest surprise, she started barking :
« Woof, woof, woof, woof ! »
Now it was the cat's turn to be scared, and it ran off...
The mother turned to her baby and said :
« See how useful it is to be bilingual! »



English	Spanish
Luxemburgish	Swiss German
French	English
Swiss German	German
Serbo-Croatian	Albanian
French	Luxemburgish
Serbo-Croatian	French
Albanian	Serbo-Croatian
Italian	Portuguese
German	Italian
Spanish	Albanian

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Reconstruct the first article of the Universal Declaration of Human Rights in English, using the translations below.

Work in groups of 4, with, in each group, an observer who will write down (and later present) the arguments given and the languages mentioned.

No Google translator 😊

https://www.lexilogos.com/declaration/article_premier.htm

1. All Mënsch kënnt fräi a mat deer selwechter Dignitéit an dene selwechte Rechter op d'Welt. Jiddereen huet säi Verstand a säi Gewësse krut an soll an engem Geescht vu Bridderlechkeet denen anere géintiwwer handelen.
2. Visi žmonės gimsta laisvi ir lygūs savo orumu ir teisėmis. Jiems suteiktas protas ir sąžinė ir jie turi elgtis vienas kito atžvilgiu kaip broliai.
3. Todos os seres humanos nascem livres e iguais em dignidade e em direitos. Dotados de razão e de consciência, devem agir uns para com os outros em espírito de fraternidade.
4. Sva ljudska bića rađaju se slobodna i jednaka u dostojanstvu i pravima. Ona su obdarena razumom i sviješću pa jedna prema drugima trebaju postupati u duhu bratstva.

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5. Toate ființele umane se nasc libere și egale în demnitate și în drepturi.
Ele sunt înzestrate cu rațiune și conștiință și trebuie să se comporte unele față de altele în spiritul fraternității.

6. Все люди рождаются свободными и равными в своем достоинстве и правах.
Они наделены разумом и совестью и должны поступать в отношении друг друга в духе братства.

7. Όλοι οι άνθρωποι γεννιούνται ελεύθεροι και ίσοι στην αξιοπρέπεια και τα δικαιώματα.
Είναι προικισμένοι με λογική και συνείδηση, και οφείλουν να συμπεριφέρονται μεταξύ τους με πνεύμα αδελφότητας.

8. Saoláitear na daoine uile saor agus comhionann ina ndínit agus ina gcearta.
Tá baidh an réasúin agus an choinsiasa acu agus dlíd iad féin d'iompar de mheon bhrthreachais i leith a chéile.

9.

يولد جميع الناس أحرارًا متساوين في الكرامة والحقوق.
وقد وهبوا عقلاً وضميرًا وعليهم أن يعامل بعضهم بعضًا بروح الإخاء.

SUPPORTING



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CLASSROOMS

Všetci ľudia sa rodia slobodní a seberovní, čo sa týka ich dôstojnosti a práv.

Sú obdarení rozumom a majú navzájom jednať v bratskom duchu.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

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Acquire KNOWLEDGE

... about these languages (what languages, where they are spoken, etc.)

... about languages in general (there are different families, etc.)

... that there is no word for word equivalence from one language to another



Develop SKILLS

- **Observe / analyse/ identify** linguistic elements in languages that are more or less familiar.
- **Compare**
 - establish similarity and difference
 - formulate hypotheses
- **Use knowledge** of a language in order to understand another language



Develop ATTITUDES

- **Sensitivity** to the existence of other languages and diversity
- **Curiosity** about a multilingual or multicultural environment
- **Motivation** to study or compare the functioning of different languages (e.g. structures, vocabulary, systems of writing, etc.) or cultures
- **Openness** to the diversity of languages / to difference / towards the unfamiliar
- **Ability to deal with** what is new / strange in the linguistic behaviour of others
- **Having confidence** in one's own abilities in relation to languages



How would these activities contribute to the development of

- Knowledge
- Skills
- Attitudes?

Discuss similar ideas for your context (plenary)



FREPA project

Knowledge

K4.1 : Knows that languages belong to language families.

K6.8.1 : Knows that the order of words may differ from one language to another

Etc.

Skills

S 1 : Can observe / analyse linguistic elements / cultural phenomena

S3: Can apply procedures for making comparisons

Etc.

Attitudes

A.2.3 : Sensitivity to linguistic / cultural similarities

A 4.8 : Acceptance of linguistic complexity

Etc.

= FREPA descriptors

carap.ecml.at

+ learning strategies



Languages and human rights

Short description

The four activities are based on extracts of the universal declaration of human rights, translated into various languages. The participants are invited to draw on their knowledge of languages and use comprehension strategies in order to, first of all, guess what text is presented, then reconstruct an article, identify words in several translations or translate words.

Level of instruction

Secondary 2 and beyond

Themes

comprehension strategies, history of languages/language families, language variation/diversity

Languages

English, French

☆☆☆☆☆ (0 ratings, 0 comments)

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☰ CARAP Descriptors

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FREPA : Framework of reference for pluralistic approaches

A 2.2

A 2.3

A 4.8

A 5.3

A 7.5

A 8.4.2

A 14.3.1

A 15.1

A 19.2.1

K 4.1

K 5.1

K 6

K 6.8

S 1.1

S 1.4

S 2.3

S 2.5

S 3.1

S 3.4

S 3.5

S 5

Attitudes

Knowledge

Skills

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

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Pluralistic approaches

A general principle underlying every learning process: we rely on what is known to deal with what is less known.

Plurilinguists have a single, inter-related, repertoire that they combine with their general competences and various strategies in order to accomplish tasks. (CEFR Companion volume (2018), p. 28)



Pluralistic approaches

- There are similarities between languages
- They are not an obstacle, (cf. « false friends »), but can help learning
- It is therefore relevant and useful to sensitize learners and help them use all the knowledge and skills they already have when learning a new language



Pluralistic approaches

- Activities involving several varieties of languages and cultures
- This is to be contrasted with approaches that might be called “singular”, in which the didactic approach takes account of only one language or particular culture or takes account of several languages and cultures considered separately.

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Pluralistic approaches

- Intercultural approach
- Intercomprehension between related languages
- Integrated language learning
- Awakening to languages / language awareness



Intercomprehension between related languages

- The learner works on two or more languages of the same linguistic family (Romance, Germanic, Slavic languages, etc.) in parallel.
- The focus is on receptive skills and the development of observation/comparison skills



Interesting projects

- https://eur-lex.europa.eu/resource.html?uri=cellar:893895f6-0c42-4494-95d4-9c81fafdb5a3.0001.03/DOC_2&format=PDF
- <https://rm.coe.int/intercomprehension/1680874594>
- <https://ielanguages.com/blog/intercomprehension/>
- <https://mooc-francophone.com/cours/mooc-enseigner-intercomprehension-en-langues-romanes/>
- http://dylan-project.org/Dylan_en/presentation/dissemination/articles/assets/Unibas-Luedi-TheSwissModelOfPlurilingualCommunication.pdf
- <http://www.rozrazum.eu/>



Integrated didactic approach / integrated language learning

- A general principle underlying every learning process: **we rely on what is known to deal with what is less known.**
- **Integrated approaches** are directed towards helping learners to establish links between all the languages studied within the school curriculum.
- The goal is to promote mutual support between languages, from the languages already known to the new languages and vice-versa.

Language links * Asking for permission

Put the words in order to ask for permission.

In English	<input type="text" value="go"/> <input type="text" value="Can"/> <input type="text" value="party"/> <input type="text" value="Saturday"/> <input type="text" value="we"/> <input type="text" value="the"/> <input type="text" value="on"/> <input type="text" value="to"/>
?
En français	<input type="text" value="nous"/> <input type="text" value="-"/> <input type="text" value="samedi"/> <input type="text" value="à"/> <input type="text" value="Pouvons"/> <input type="text" value="la"/> <input type="text" value="aller"/> <input type="text" value="fête"/>
?
Auf Deutsch	<input type="text" value="gehen"/> <input type="text" value="am"/> <input type="text" value="Können"/> <input type="text" value="auf"/> <input type="text" value="wir"/> <input type="text" value="Party"/> <input type="text" value="die"/> <input type="text" value="Samstag"/>
?

English in Mind 9^e U3



Language links * Superlative adjectives

1 Highlight the superlative forms.

<p>GB The highest mountain in the world is Mount Everest.</p>	
<p>F La montagne la plus haute au monde est le Mont Everest.</p>	
<p>D Der höchste Berg der Welt ist der Mount Everest.</p>	

2 What similarities and differences are there in how we form the superlative in the three languages? Make notes on the right.

English in Mind 10^e U1



Awakening to languages / Language awareness

- Activities include many languages
- They may include the language of schooling / languages taught in school
- They may include languages spoken at home by some of the learners

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boeh!
Dutch

moo!
English

mu!
Russian

bű!
Hungarian

The European Day of Languages is for EVERYBODY!

What sound does a COW make in YOUR language?

September 26
www.coe.int/EDL

EUROPEAN CENTRE FOR MODERN LANGUAGES
CENTRE EUROPEEN POUR LES LANGUES VIVANTES

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

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mbaa!
arabski

beee!
polski

mää!
fiński

bœ!
norweski

Europejski Dzień Języków
jest dla WSZYSTKICH!

Co mówi OWCA w TWOIM języku?

26 września
www.coe.int/EDL

EUROPEAN CENTRE FOR
MODERN
LANGUAGES
CENTRE EUROPEEN POUR
LES LANGUES VIVANTES

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

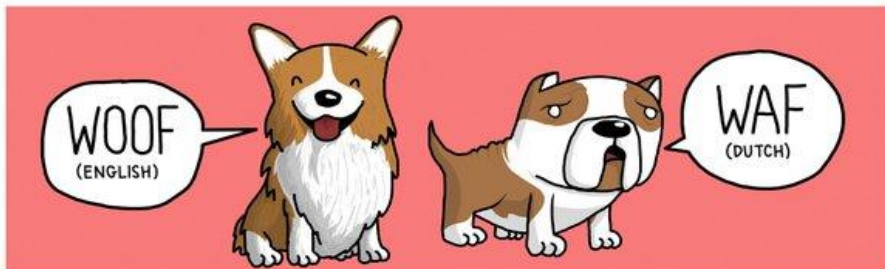
Information and activities about the European Day of languages

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WHAT SOUND DOES A DOG MAKE ?

DOGS MAKE THE SAME SOUND WHEREVER THEY ARE, BUT YOU MIGHT GET A DIFFERENT ANSWER DEPENDING ON WHO YOU ASK!



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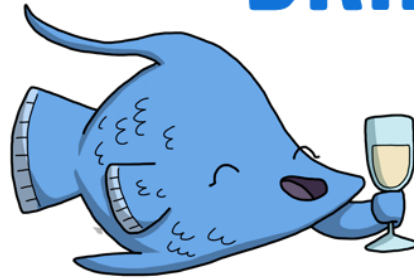


www.soundmais.com

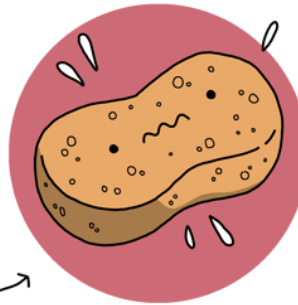


DRINK LIKE A FISH AROUND THE WORLD

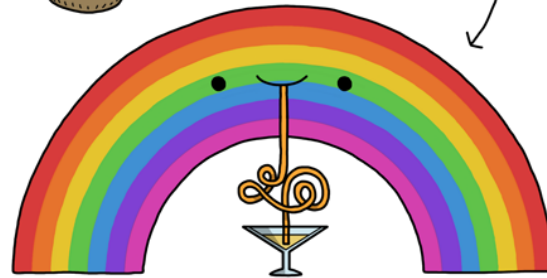
JAMES CHAPMAN
SOUNDIMALS.COM



Drink like
a sponge
(Portugal)



Drink like a rainbow
(Czech Republic)



Drink like a snake
(Serbia)



Drink like a
Templar Knight
(Netherlands)



<http://soundimals.com/>

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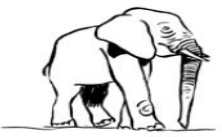
l'escargot



kokinoj



katak-katak



l'éléphant



ikan-ikan



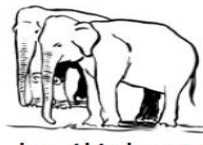
keçiler

ikan

les escargots



birdoj



les éléphants



simioj

kaballu



babi-babi



fareler



anunaka



keçi



les serpents



kuniklo



simio



birdo

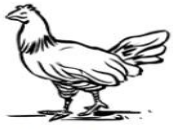


singa

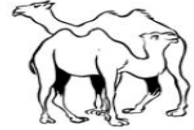
phisinaka



eşekler



kokino



develer



le serpent



les vaches



qarwa



babi



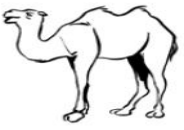
phisi



eşek



anu



deve



kunikloj



qarwanaka



la vache



fare



kaballunaka



katak

singa-singa

<http://eole.irdp.ch/eole/presentation.html>

Draw the missing animal(s)





	French	Esperanto	Indonesian	Turkish	Aymara
<u>Singular</u>	l'escargot	<u>kokino</u>	<u>ikan</u>	<u>keçi</u>	<u>kaballu</u>
Plural	les escargots	<u>kokinoj</u>	<u>ikan-ikan</u>	<u>Keçiler</u>	<u>kaballunaka</u>
<u>Singular</u>	l'éléphant	<u>birdo</u>	babi	<u>fare</u>	<u>anu</u>
Plural	les éléphants	<u>birdoj</u>	babi-babi	<u>fareler</u>	<u>anunaka</u>
<u>Singular</u>	la vache	<u>simio</u>	<u>singa</u>	<u>eşek</u>	<u>phisi</u>
Plural	les vaches	<u>simioj</u>	<u>singa-singa</u>	<u>eşekler</u>	<u>phisinaka</u>
<u>Singular</u>	le serpent	<u>kuniklo</u>	<u>katak</u>	<u>deve</u>	<u>qarwa</u>
Plural	les serpents	<u>kunikloj</u>	<u>katak-katak</u>	<u>develer</u>	<u>qarwanaka</u>



Awakening to languages / language awareness activities

- stimulate the pupils' curiosity/interest in/ languages (and cultures)
- stimulate their observation and analysis skills
- stimulate the development of learning strategies
- may valorise languages spoken by some of the learners
- may aim at the learning of specific language items



Awakening to languages / language awareness activities

In order to overcome a difficulty in the language of schooling, pupils are invited to make a **detour** through other languages.

Inviting them to observe a phenomenon in languages they don't understand makes it easier for them to « see » how a language works.

cf. De Pietro JF. (2004). « La diversité aux fondements des activités réflexives » *Repères* n°28:
L'observation réfléchie de la langue à l'école

Translated by B. Gerber



Involving parents in plurilingual and pluricultural education

Are parents involved in your educational context?

- If they are, how?
- If they aren't, why not?

Discuss in groups (in breakout rooms)

Choose one experience you would like to share in plenary.



Further reading – ideas

- Activities to support multilingualism at school
<https://www.skolapelican.com/wp-content/uploads/2015/05/Activities-to-support-multilingualism-at-school.pdf>
- EOLE <http://eole.irdp.ch/eole/>
- ELODIL <https://www.elodil.umontreal.ca/>
- DULALA <https://www.dulala.fr/>
- Promoting multilingual approaches in learning and teaching
<https://learningportal.iiep.unesco.org/en/blog/promoting-multilingual-approaches-in-teaching-and-learning>
- Using multilingual approaches: moving from theory to practice
https://www.teachingenglish.org.uk/sites/teacheng/files/Using_multilingual_approaches.pdf
- Ouverture aux langues à l'école (Luxembourg)
<https://integratioun.lu/wp-content/uploads/2018/10/Brochure-Ouverture-aux-langues-%C3%A0-l%C3%A9cole.pdf>

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Debriefing

Please post in the padlet:

- What do I take with me?
- What questions do I ask myself?

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Vă mulțumim pentru atenție

Σας ευχαριστώ πολύ για την προσοχή σας

Muchas Gracias por su atencion

Tak for din opmærksomhed

þakka þér fyrir athygli þína

Vă mulțumim pentru atenție

Thank you for your attention

Շնորհակալութիւն ուշադրութեան համար

Merci beaucoup pour votre attention

Dziękuję za uwagę

شکرا لكم على اهتمامكم

Ďakujeme za Vašu pozornosť.

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