

SUPPORTING



MULTILINGUAL
CLASSROOMS

Session 1

Valuing all languages – Challenging assumptions

European Centre for Modern Languages and European Commission cooperation on Innovative Methodologies and Assessment In Language Learning

This initiative is carried out within the framework of the **Innovative Methodologies and Assessment in Language Learning** cooperation agreement between the European Centre for Modern Languages and the European Commission
www.ecml.at/ec-cooperation





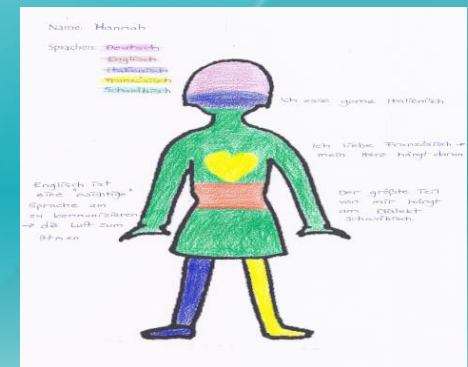
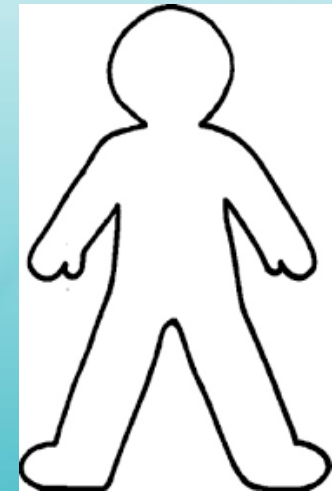
Session 1 - Objectives

- Being aware of our attitudes towards languages
- Developing positive attitudes towards linguistic and cultural diversity
- Being aware of our plurilingual identity
- Considering myths and facts to challenge assumptions

Getting to know each other: Plurilingual Repertoires

Please create a picture with the title “My Languages and Me”:

- Think of languages and dialects that you speak or any languages that are important for you for some specific reason
- Visualise your repertoire imagining that the different languages/dialects are located in different parts of your body. Where would you place them and why? What colours would you choose and why?
- Please add short explanations.





Sharing together (10 minutes)

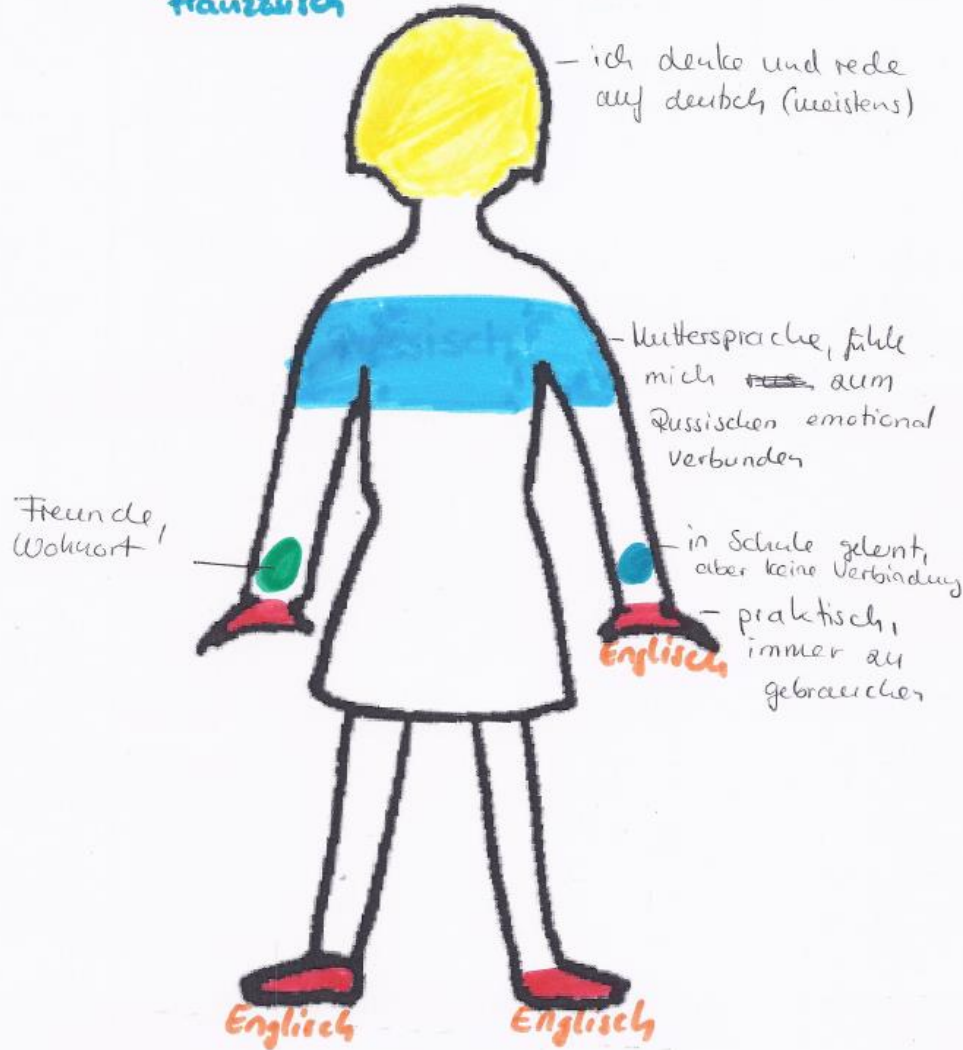
Please discuss in small groups, present your language repertoire to each other:

- What is most striking about your images?
- Are there similarities/differences?
- Why have you chosen the languages, colours, places in your body?
- What's the purpose of this activity? Do you do any similar activities with your classes? What would children/students/colleagues learn from it?



Name: Kristina Hlesler

Sprachen: Russisch Deutsch Englisch Türkisch
Französisch



Name: Hannah

Sprachen: Deutsch

Englisch

Italienisch

Französisch

Schwäbisch

Ich esse gerne Italienisch

Ich liebe Französisch →
mein Herz hängt daran

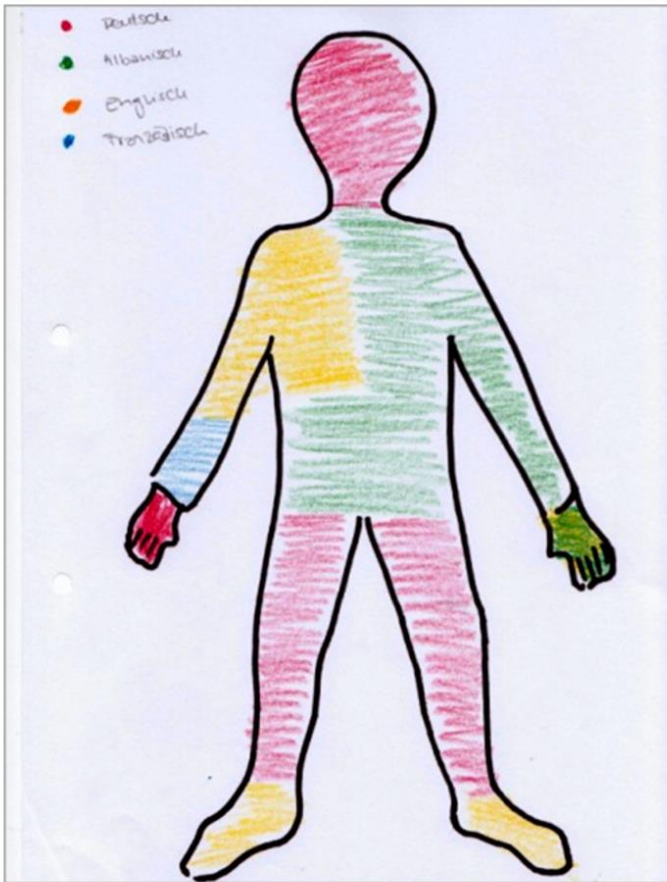
Englisch ist
eine "wichtige"
Sprache um
zu kommunizieren
→ die Luft zum
Atmen

Der größte Teil
von mir hängt
am Dialekt
Schwäbisch.





Visualising language repertoires



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 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 1





Example 2



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.

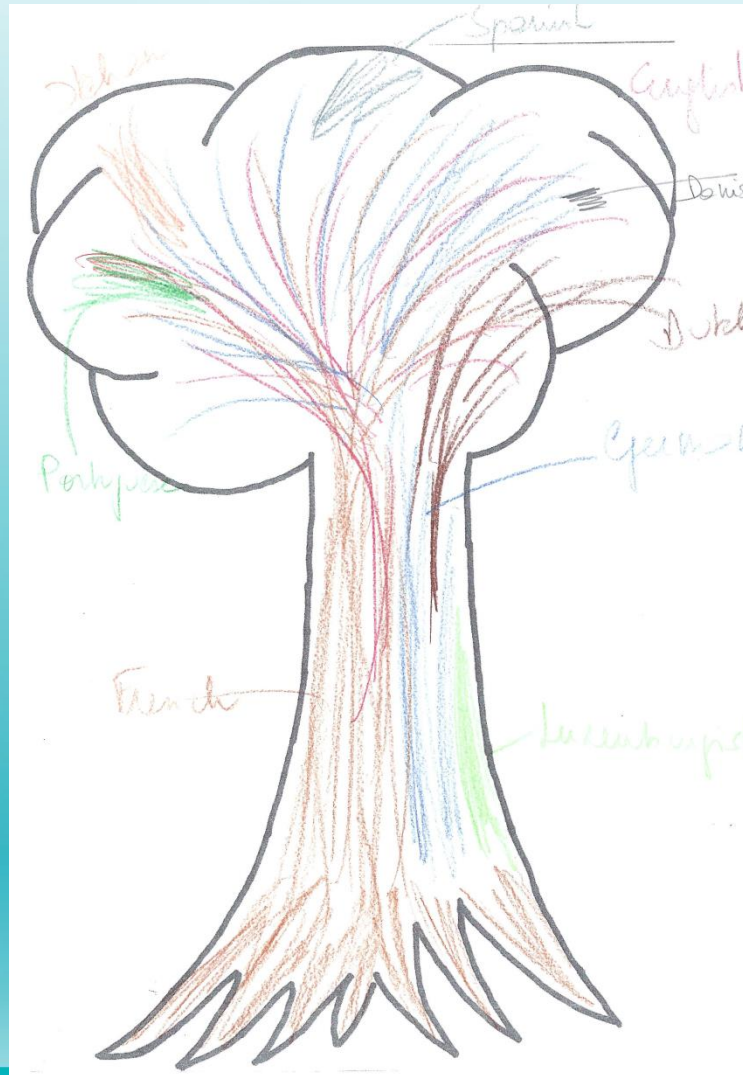
In the lake there is still place for more "language islands".

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Visualising repertoires



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Visualising repertoires



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

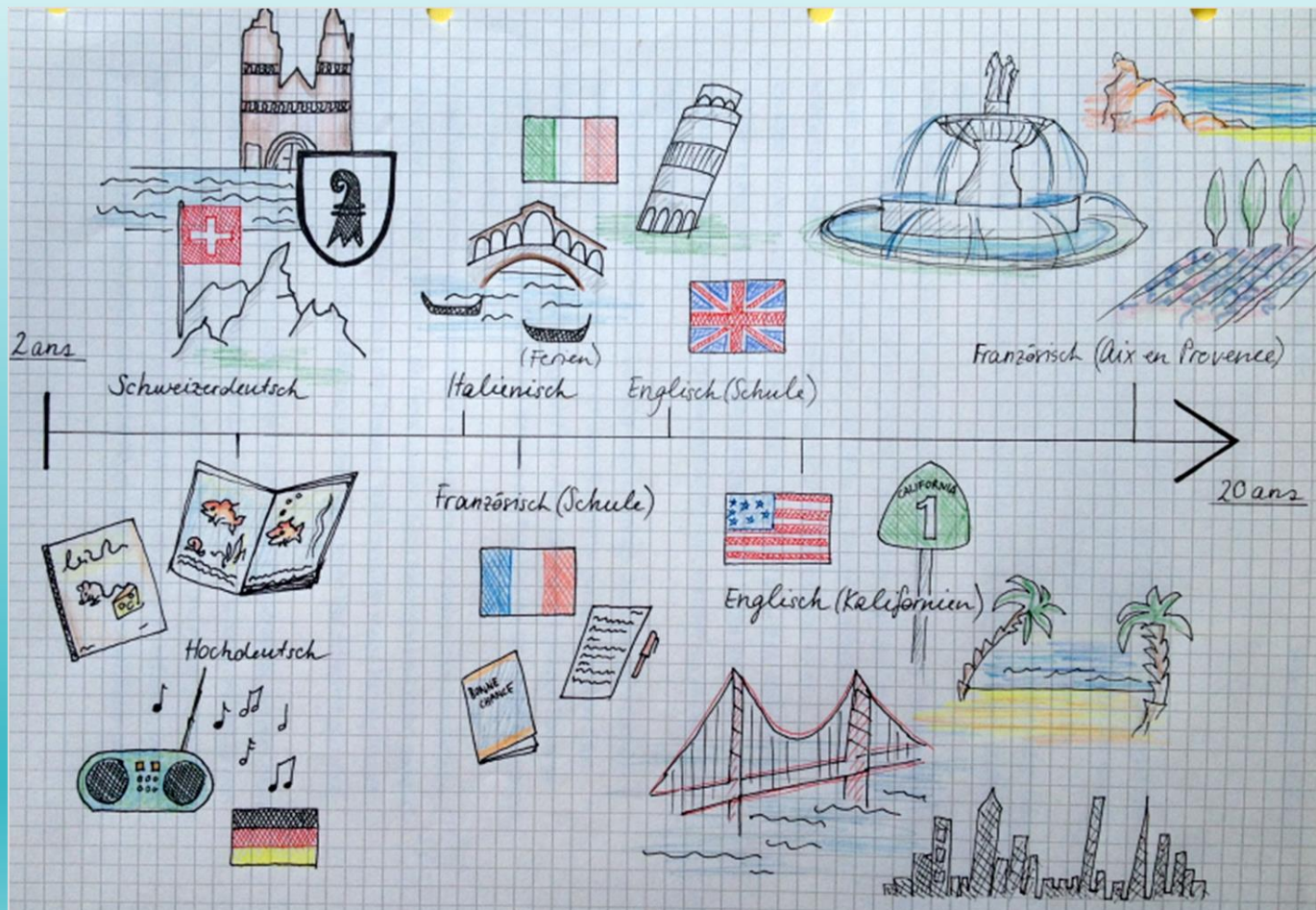
+

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



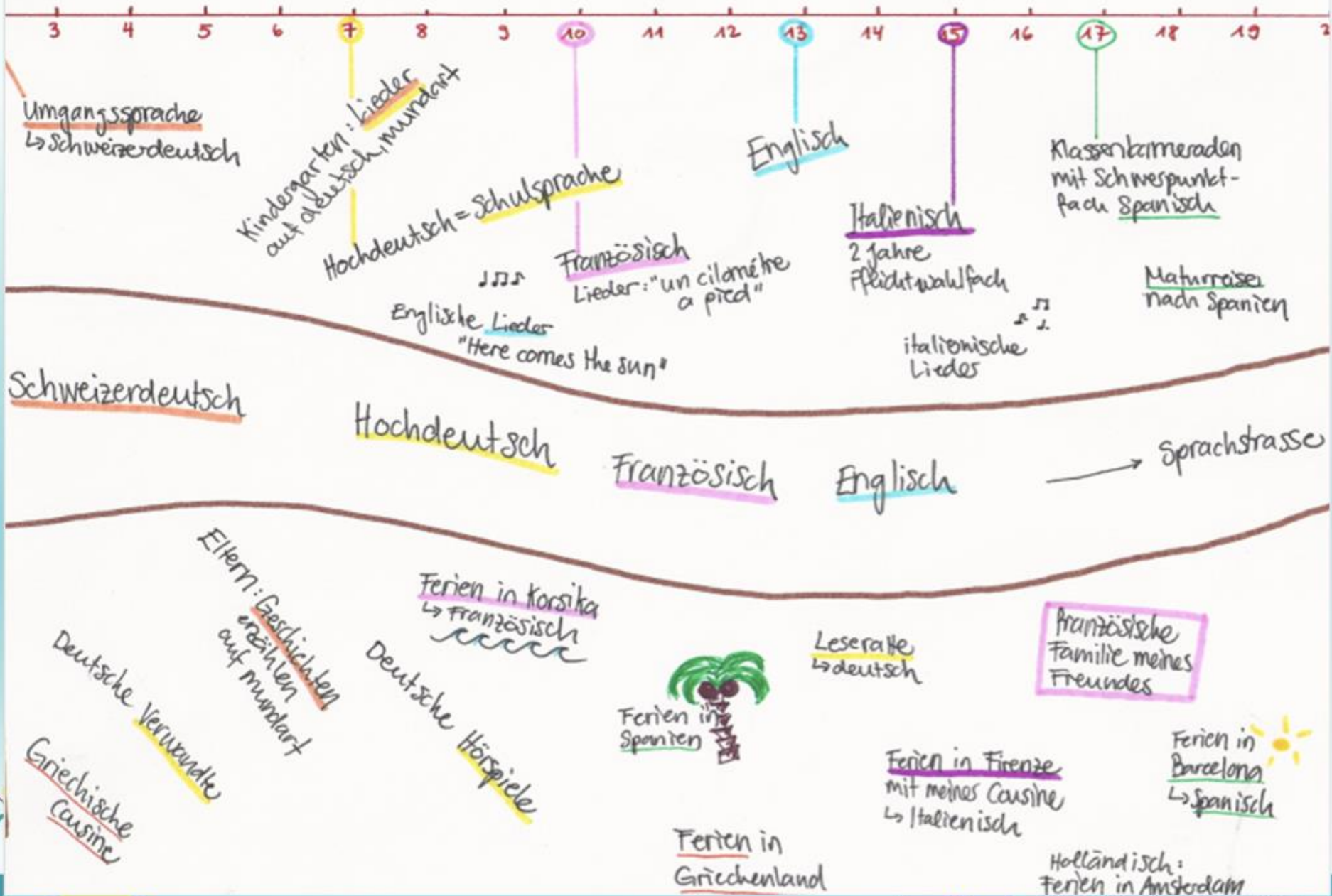
Visualising repertoires



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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

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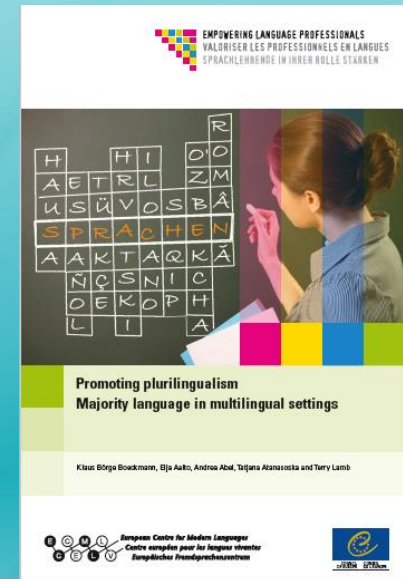
MARILLE and MALEDIVE

- Language Biographies
(Text B. Busch):

http://www.univie.ac.at/ie/sprachmittlung/busch06_langbios.pdf

- Visualising language repertoires:

<http://maledive.ecml.at/Home/Study materials/Examples/tabid/3636/language/en-GB/Default.aspx#vid>





PALINGUI

Language learning pathways of young children



Making early language learning visible

- Language learning pathways are becoming more and more diverse as a result of linguistic and cultural diversity.
- PALINGUI is looking at these diverse linguistic journeys of young learners in educational contexts and how to make these visible through a range of methods and tools.
- These will make it possible to identify, understand and document language learning of children age 3 to 12 and thereby create learning opportunities allowing them to progress along their language learning pathways.



Summary so far

- 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)*



Languages in your environment

- What languages are visible or audible in your school and inside your classroom? What views do your colleagues hold about this?
 - Whatever your response – what does this reveal about your school and its values?



Fact or myth?

- Do the ILLEY* Quiz:

<https://www.ecml.at/ECML-Programme/Programme2016-2019/Inspiringlanguagelearningintheearlyyears/QuizFAQ/tabid/3064/language/en-GB/Default.aspx>

* ILLEY – Inspiring Language Learning in the Early Years



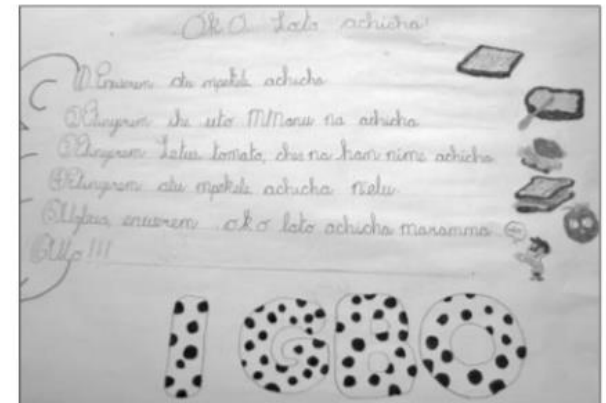
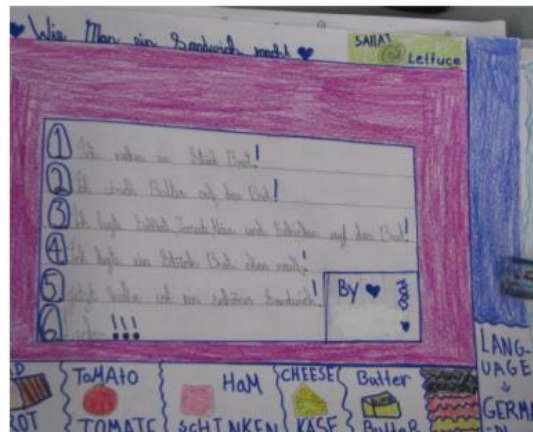
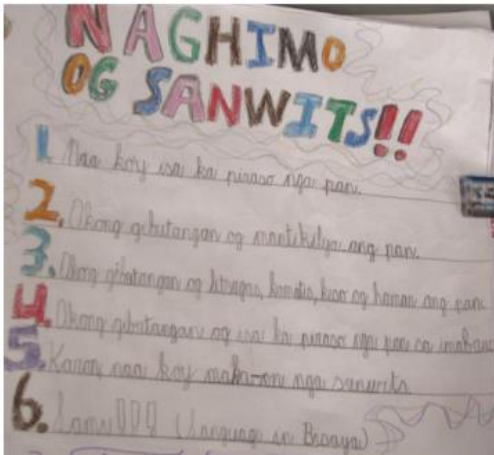
IN THE EARLY YEARS

WHY IT MATTERS AND WHAT IT LOOKS LIKE
FOR CHILDREN AGE 3-12

- Resources for teachers and parents
- Guiding principles, inspiring examples and quizzes
- Promoting joy in language learning and pride in plurilingualism.

UNE ÉDUCATION AUX LANGUES INSPIRANTE DÈS LE PLUS
JEUNE ÂGE

POURQUOI ET COMMENT LE FAIRE
CHEZ DES ENFANTS DE 3 À 12 ANS?



Posters in Bisaya, German and Igbo explaining how to make a sandwich



Inspiring language learning in the early years – Why it matters and what it looks like for children age 3-12

Publication team: Flore Schank; Ingeborg Birnie; Déirdre Kirwan;
Dana Musilova; Jakob Patekar.

The website provides resources and strategies to develop the linguistic and intercultural competences of young learners and educators.

The outputs include:

- guiding principles for early language learning;
- inspiring stories about language learning in different contexts;
- inspiring resources and practical examples;
- a plurilingual quiz, FAQs;
- a collection of articles accessible online;
- a glossary.

The resources are for teachers and teacher educators in the pre-primary and primary sectors.



Early language learning



Languages of schooling



Plurilingual and intercultural education



Fact or myth?



Have a look at this MALEDIVE activity

1. Only the Slovak language should be allowed at school, so that plurilingual children better learn the language of schooling?
2. Parents with a migrant background should read and speak Slovak at home with their children?
3. Children with a first language other than Slovak should have the chance to develop further their own language/s?
4. Children with a language other than Slovak are disadvantaged in the classroom of the language of schooling?
5. Multilingualism in the classroom is an opportunity for all children?
6. Children should have the same linguistic level to study together?
7. Mixing languages leads to a lack of linguistic competence?

Compare your perspective with the statements of Grosjean:

<http://maledive.ecml.at/Studymaterials/Society/Dealingwithfactsmyths/tabid/3650/language/en-GB/Default.aspx>



Benefits for the plurilingual individual

- **linguistic benefits**, e.g. accessing information and communicating in a range of languages; enhanced competence and sensitivity in using their linguistic repertoire;
- **enhanced cognitive skills**, e.g. cognitive flexibility, concept formation, openness to diverse ways of expressing ideas, increased attentional control and working memory;
- **health benefits**, e.g. delaying age-related dementia;
- **social benefits**, family, friends etc;
- **employment opportunities**
- **intercultural awareness**, including critical awareness of their own cultural assumptions and acceptance of different perspectives. (See Lamb 2015 for references)



Raising awareness for languages

- stimulates the **reflection on attitudes** in social and multicultural contexts,
- increases the development of adequate **pedagogical strategies for more social cohesion.**



The close interweaving between languages and cultures should be emphasized in intercultural education.



The power of languages

1. Language(s) enable(s) children to get access to education and in turn education gives access to language(s).
1. But language(s) can also reinforce social hierarchies and enable discrimination against minorities, e.g. when the political power privileges the dominant national language or those of specific ethnic groups.

Human rights to education are violated when the child has no right to maintain his or her mother tongue and to develop it further in school.



Multiple identities – PluriMobil Creation of a personal booklet

<p>Name</p> <p>First name</p> <p>I am years old.</p> <p>I live in (village/town).</p> <div style="border: 2px solid orange; padding: 10px; text-align: center;"> <p>Picture Drawing</p> </div>	<p>My family</p> <p>I have got</p> <p>My father's name is</p> <p>My mother's name is</p> <div style="border: 2px solid orange; padding: 10px; text-align: center;"> <p>Picture Drawing</p> </div>
<p>I am</p> <ul style="list-style-type: none"> <input type="radio"/> German <input type="radio"/> English <input type="radio"/> Belgian <input type="radio"/> Swiss <input type="radio"/> Irish <input type="radio"/> Polish <input type="radio"/> French <input type="radio"/> Spanish <input type="radio"/> 	<p>I speak</p> <ul style="list-style-type: none"> <input type="radio"/> German <input type="radio"/> English <input type="radio"/> Polish <input type="radio"/> French <input type="radio"/> Italian <input type="radio"/>

<p>PETS</p> <p>I have got</p> <p>I would like to have</p> <div style="border: 2px solid orange; padding: 10px; text-align: center;"> <p>Picture Drawing</p> </div>	<p>My favourite colour is</p> <p>My favourite sport is</p> <p>My favourite singer / band is</p> <p>My favourite film is</p> <p>My favourite dessert is</p> <p>My favourite fruit is</p> <p>My favourite food is</p> <p>My favourite school subject is</p>
<p>My favourite place is</p> <p>because</p> <div style="border: 2px solid orange; padding: 10px; text-align: center;"> <p>Picture Drawing</p> </div>	<p>My dream is</p> <div style="border: 2px solid orange; padding: 10px; text-align: center;"> <p>Picture Drawing</p> </div>



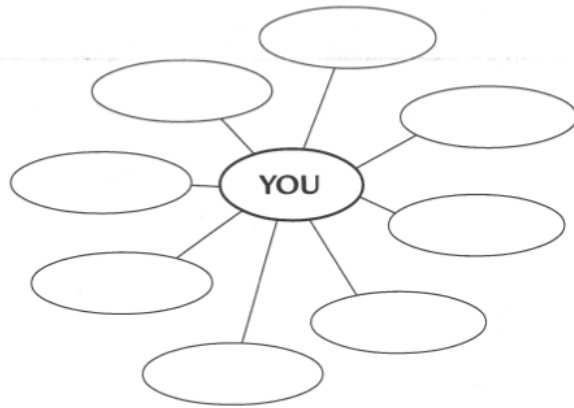
Multiple identities - PluriMobil

You as a Culturally Diverse Person

Discovering your cultural diversity

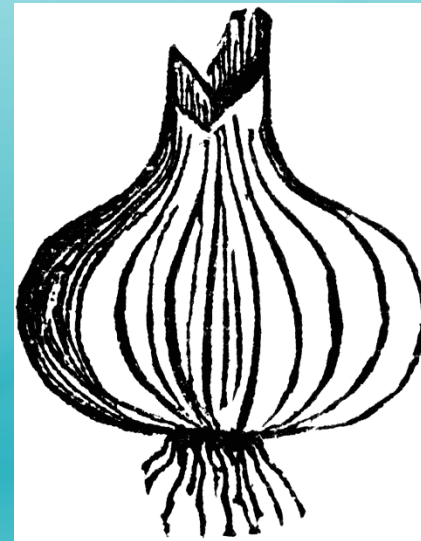
Take a few minutes to complete this diagram. In as many circles as you can, write a word you feel describes you or is a significant part of who you are or how you choose to identify yourself to others (e.g., sister, student, African-American, Christian, Democrat).

Diagram of the Culturally Diverse You



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Duplicable Masters DM-33



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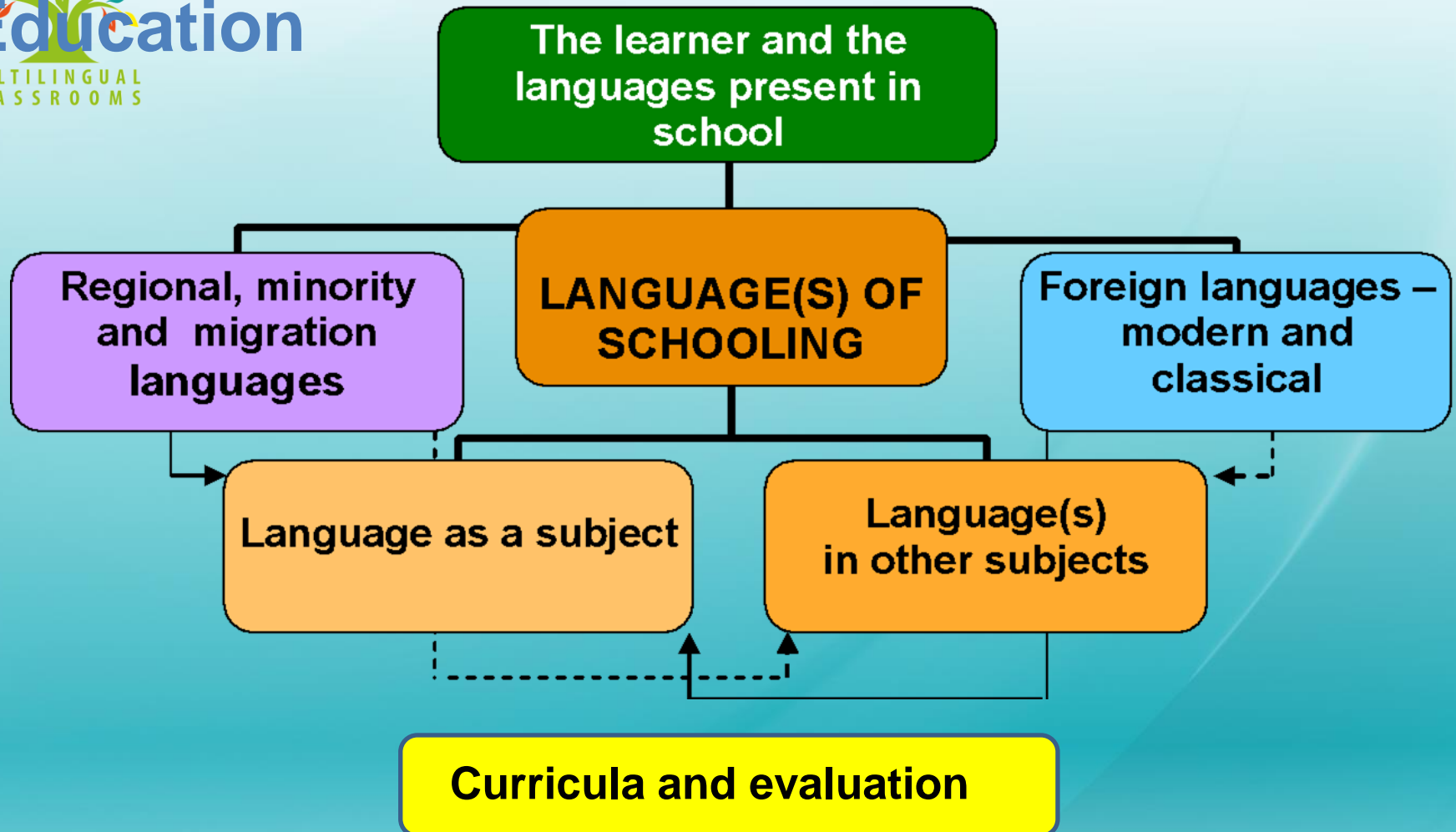




Multiple identities

- <https://www.youtube.com/watch?v=jD8tjhVO1Tc> (there is us / them – All that we share - Denmark)

Languages in Education, Languages for Education





pause café
kafijas pauze
sos caife
coffee break
prestávka na kávu
кофе-брейк
Kaffeepause
odmor za kavu