

SUPPORTING



MULTILINGUAL
CLASSROOMS

Session 2

Plurilingualism as a resource in the language classrooms – Drawing on our learners' languages

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





Objectives

- Valuing and building on learners' prior knowledge
- Encouraging learners to draw on their experience and skills
- Helping learners to build bridges between languages
- Helping learners to develop positive attitudes towards linguistic and cultural diversity



A	Genir pawb yn rhydd ac yn gydradd â'i gilydd mewn urddas a hawliau. Fe'u cynysgaeddir â rheswm a chydwybod, a dylai pawb ymddwyn y naill at y llall mewn ysbryd cymodlon.
B	Kõik inimesed sünnivad vabadena ja võrdsetena oma väärikuselt ja õigustelt. Neile on antud mõistus ja südametunnistus ja nende suhtumist üksteisesse peab kandma vendluse vaim.
C	Tout moun sou tè a fèt tou lib. Tout gen menm valè (nan je lasosyete), tout moun gen menm dwa devan Lalwa. Tout moun fèt ak von bonsans, tout fèt ak von konsyans epi youn fèt pou trete lòt tankou frè ak sè.
D	Alle mennesker er født frie og lige i værdighed og rettigheder. De er udstyret med fornuft og samvittighed, og de bør handle mod hverandre i en broderskabets ånd.
E	E fanauhia te tā'āto'ara'a o te tā'ata-tupu ma te ti'amā e te ti'amanara'a 'aifaito. Ua 'I te mana'o pa'ari e i te manava e ma te 'a'au taea'e 'oia ta ratou ha'a i rotopū ia ratou iho, e ti'a ai.
F	Wszyscy ludzie rodzą się wolni i równi pod względem swej godności i swych praw. Są oni obdarzeni rozumem i sumieniem i powinni postępować wobec innych w duchu braterstwa.
G	Il-bnedmin kollha jitwiieldu hielsa u ugwali fid-dinjità u d-drittijiet. Huma moghniia bir-raġuni u bil-kuxienza u għandhom iġibu ruhhom ma' xulxin bi spirtu ta' ahwa.
H	Alle menslike wesens word vry, met gelyke waardigheid en rechte, gebore. Hulle het rede en gewete en behoort in die gees van broederskap teenoor mekaar op te tree.

Welsh

Estonian

Haitian Creole

Danish

Tahitian

Polish

Maltese

Afrikaans



Activity (no Google use!)

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

Work in groups of three or four, with, in each group, an observer who will write down the arguments given and the languages mentioned.

<p>Alle menschelykken weezen te wereld kommen vry en gelyk in waerdigheyd en in rechten. Ze zyn begaefd mit verstand en geweeten en moeten elkander in een geest van broederlyke vriendschap handelen.</p>	A
<p>Ducj i oms a nassin libars e compagns come dignitât e derits. A an sintiment e cussience e bisugne che si tratin un cunaltri come fradis.</p>	B
<p>Toate fiintele umane se nasc libere si egale în demnitate si în drepturi. Ele sunt înzestrate cu ratiune si constiintă si trebuie să se comporte unele față de altele în spiritul fraternității.</p>	C
<p>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.</p>	D

source : [Lexilogos](http://www.lexilogos.com/declaration/index.htm) - <http://www.lexilogos.com/declaration/index.htm>

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First article of the Universal Declaration of Human Rights

Všetci ľudia sa rodia slobodní a sebe rovní, 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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Interested in working on Human Rights in the classroom

Material available in different languages

Here in English:

- <https://www.coe.int/en/web/edc/charter-for-all>
- <https://edoc.coe.int/en/educational-tools/5327-teaching-resources-the-european-convention-on-human-rights-rights-and-freedoms-in-practice.html>

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GROUP WORK

What did you do?

What resources did you use / activate to achieve the task?

How do learners benefit from activities of this type?

- Knowledge ?
- Skills ?
- Attitudes ?





Possible strategies to understand

- Compare with the language(s) one knows
- Use one's knowledge (What is it about? What do one know about it?)
- Spot international / transparent words
- Negotiate and discuss with others (who might know other languages or who might have other ideas)
- Observe word order, spot specific categories of words, e.g. verbs, adjectives, ...



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

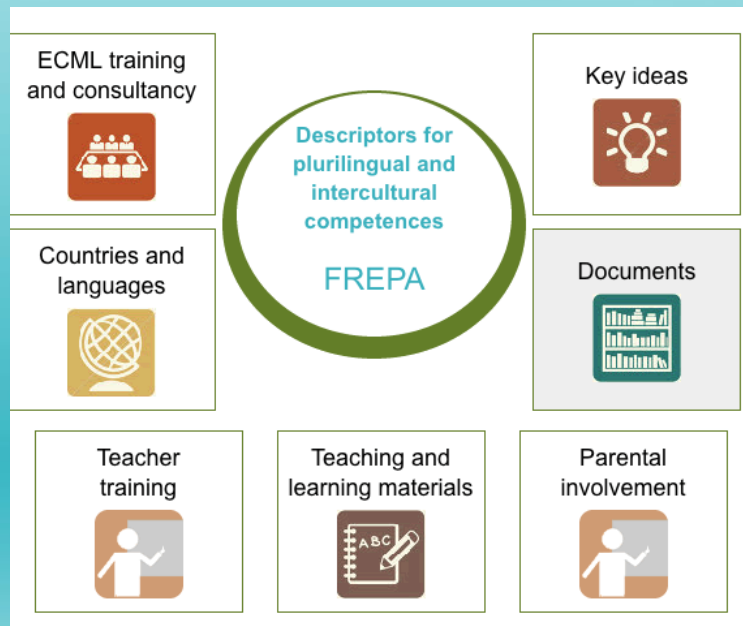


FREPA



A framework of reference for pluralistic approaches to languages and cultures:

<http://carap.ecml.at>



Four plurilingual approches:

- *awakening to languages;*
- *intercomprehension between related languages;*
- *intercultural approach;*
- *integrated didactic approach to different languages studied*



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



carap.ecml.at

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)

☰ CARAP Descriptors

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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.

carap.ecml.at



Pluralistic approaches

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



Integrated didactic approach / integrated language learning

- **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.

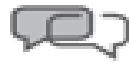


Language links * Asking for permission

Put the words in order to ask for permission.

In English	<div style="display: flex; justify-content: space-around; border: 1px solid gray; padding: 5px;"> go Can party Saturday we the on to </div> <p>.....?</p>
En français	<div style="display: flex; justify-content: space-around; border: 1px solid gray; padding: 5px;"> nous - samedi à Pouvons la aller fête </div> <p>.....?</p>
Auf Deutsch	<div style="display: flex; justify-content: space-around; border: 1px solid gray; padding: 5px;"> gehen am Können auf wir Party die Samstag </div> <p>.....?</p>

English in Mind 9^e U3



Language links

* Superlative adjectives

1 Highlight the superlative forms.

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

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

22 Modalverben im Satz

Phrases with modal verbs

Grammatik / A1

Ü 1 Vergleichen Sie Sätze mit und ohne Modalverben in beiden Sprachen. Übersetzen Sie sie in die Muttersprache.

Compare the sentences with modal verbs in the two languages. Then translate into your first language.

English	German	Your first language
I really <u>must</u> go now.	Ich <u>muss</u> jetzt aber wirklich <u>gehen</u> .	
He <u>can</u> <u>speak</u> Russian fluently.	Er <u>kann</u> fließend Russisch <u>sprechen</u> .	
May I go home now, please?	<u>Darf</u> ich jetzt bitte nach Hause <u>gehen</u> ?	
She <u>started to read</u> the text.	Sie <u>fi</u> ng <u>a</u> n den Text <u>z</u> u <u>lesen</u> .	
He <u>forgot to open</u> the letter.	Er <u>verga</u> ß den Brief <u>z</u> u <u>öff</u> nen.	
I <u>hope</u> to see you soon.	Ich <u>hoffe</u> dich bald wieder <u>z</u> u <u>sehen</u> .	

Ü 2 Vergleichen Sie Ihre Muttersprache mit Englisch und Deutsch.

Compare your first language with English and German.

1. Are there modal verbs in your first language ?
2. Are they used with the infinitive?
3. Are there patterns such as verb + to + verb in your first language?



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

Voici le début d'une histoire d'une auteure tessinoise, parue dans «Reisegeschichten. Récits de voyage. Racconti di viaggio.».

» Lisez et écoutez le texte français.

Português (portugais)

É Domingo, Lisa espera no banco da estação de Lugano.

Quando o altifalante anuncia a chegada iminente do seu comboio, ela sobressalta-se como que assustada. Com um suspiro, aproxima-se da carruagem, abre a porta afadigada, respira profundamente e depois entra.

O comboio está semi-deserto: poucos passageiros cansados e alguns idosos em viagem de lazer.

Italiano (italien)

E Domenica, Lisa aspetta sulla panchina della stazione di Lugano.

Quando l'altoparlante annuncia l'arrivo imminente del suo treno, lei sobbalza come spaventata. Con un sospiro si avvicina alla carrozza, apre con fatica la porta, respira profondamente poi sale.

Il treno è semi deserto: pochi pendolari stanchi e qualche anziano in viaggio di piacere.

Français

C'est dimanche, Lisa attend sur un banc de la gare de Lugano.

Quand le haut-parleur annonce l'arrivée imminente de son train, elle sursaute, effrayée. Elle s'approche du wagon en poussant un soupir, ouvre péniblement la porte, respire profondément puis monte.

Le train est à moitié vide: quelques pendulaires fatigués et de rares personnes âgées qui voyagent pour leur plaisir.

Rumantsch (romanche)

Igl è dumengia, Lisa spetga sin il banc da la staziun da Lugano.

Cura che l'autpledader annunzia che ses tren arriva proximamain, siglia ella si sco spaventada. Cun in suspir va ella tar il vagun, avra cun fadia la porta, respira profundamain ed entra en il tren.

Il tren è mez vid: paucs pendularis stanchels ed in pèr vegls che viagian per lur plaschair.

Español (español)

Es domingo, Lisa espera sentada en el banco de la estación de Lugano.

Cuando desde el altavoz se anuncia la inminente llegada de su tren, se sobresalta asustada. Con un suspiro se acerca al vagón, abre la puerta con dificultad, respira hondo y sube.

El tren está casi desierto: escasos trabajadores pendulares cansados y algunos ancianos en viaje de placer.

Română (roumain)

Este duminică, Liza așteaptă pe o bancă în gara din Lugano.

Când difuzoarele anunță sosirea trenului, ea tresare. Cu un oftat ea se apropie de vagon, deschide cu greu ușa, respiră adânc și urcă.

Trenul este pe jumătate gol. Doar puțini navetiști obosiți și câteva persoane mai în vârstă, care

<https://www.lehrmittelverlag.ch/de-de/nav-Downloads/Home/CMS/efc44f9d-a6ea-4c16-9a6e-7a11be34d587>

Clin d'œil 82G -
Schulverlag (for
German speaking
learners of French)

gies



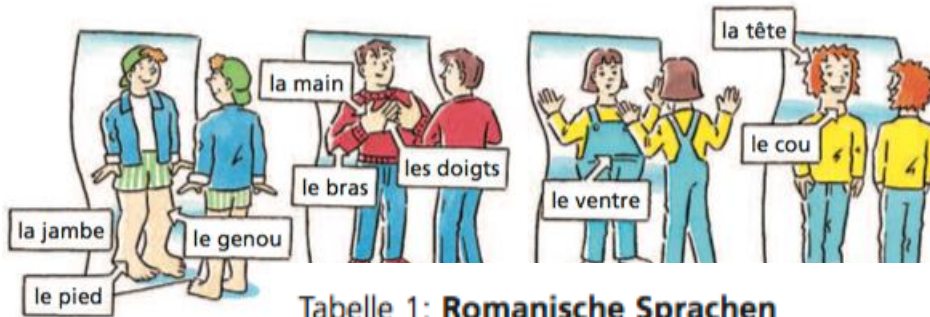


Tabelle 1: Romanische Sprachen

Français	Espagnol	Italien	Portugais	Roumain
pied	pie	piede	pé	picior
bras	brazo	braccio	braço	braț
main	mano	mano	mão	mână
doigt	dedo	dito	dedo	deget
tête	cabeza	testa / capo	cabeça	cap

Tabelle 2: Germanische Sprachen

Allemand	Anglais	Norvégien	Suédois	Néerlandais
Fuss	foot	fot	fot	voet
Arm	arm	arm	arm	arm
Hand	hand	hånd	hand	hand
Finger	finger	finger	finger	vinger
Kopf	head	hode	huvud	hoofd

Egli Cuenat, Kuster, Klee (2012) *Brücken zwischen Explorers und envol – unterwegs zur Mehrsprachigkeit. Implementierungskonzept*

Il cielo

Con le sue nuvole

È un grande libro di immagini

Ed è il vento

Che gira le pagine.

El cielo

Con sus nubes

Es un gran libro de imágenes

Y es el viento

Quien pasa las páginas.

O céu

Com as suas nuvens

É um grande livro de imagens

E é o vento

Que volta as páginas



http://eole.irdp.ch/activites_eole/ciel_nuage.pdf

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Intercomprehension between related languages

- Look at the resource related to Slavic languages:
 - How might you use – or ADAPT - this for your classrooms? What ideas can you come up with in 10 minutes?
 - What might your students benefit from this?



Awakening to languages / Language awareness



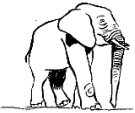

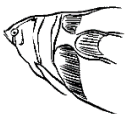
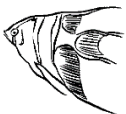





























- Activities include many languages
- They may include the language of schooling / languages taught in school
- They may include languages spoken at home by some of the learners



Draw the missing animals individually

EOLE:

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

 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	 ešekler	 kokino	 develer
 le serpent	 les vaches	 qarwa	 babi	 phisi
 ešek	 anu	 deve	 kunikloj	 qarwanaka
 la vache	 fare	 kaballunaka	 katak	 singa-singa

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EOLE - 3^e / 4^e Des animaux en nombreFOR
AGES

V

CENTRE EUROPEEN POUR
LES LANGUES VIVANTES

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

EUROPEAN UNION



Animals - plurals

- What did you do in order to find the solution ?
- What knowledge and skills did you use ?
- What were your attitudes (motivation / interest / etc...) while doing the task ?
- What about your feelings ?



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



Discuss this text

2. STUDENT, AUSTRIA

C'era una volta eine language che mi fascinated sehr: Den first contact mit einer foreign language hatte ich at the age of 4. Mein dad hatte kein Englisch at school und versuchte sich durch language courses „very British“ im holiday zu verständigen. At that time habe ich alles, was ich nicht verstanden hatte, interesting, spannend, fascinating gefunden und I immediately began alles nachzuplappern. I fell in love with it until un giorno im Urlaub qualcosa passiert ist. Ho incontrato eine andere, sehr seltsame, extremly veloce Sprache. Perché sie mir noch nie zuvor aufgefallen ist? Strano! Era molto anders als the first one. Adesso war ich confused. Ero sicura che I was in love con la first one ma what now? Ma meine mamma told me that at the age of mio fratello I could learn beide Sprachen und this mi piaceva molto...

Discuss in small groups and report:

Would you allow your students to write texts like this one using different languages?

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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



Group Discussion Comparing languages

[French classroom Nathalie Auger](https://www.youtube.com/watch?v=C874sN1_1WA&feature=youtu.be) (from 01:22)

https://www.youtube.com/watch?v=C874sN1_1WA&feature=youtu.be

- Which 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 at your context?
- Which dimensions of languages can be compared?

SUPPORTING



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déjeuner

am lóin

lunch break

Obedná prestávka

pusdienlaiks

pusdienu pārtraukums

Mittagspause

διάλειμμα για μεσημεριανό

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