

SUPPORTING



MULTILINGUAL  
CLASSROOMS

# Session 3

## Benefitting from multilingualism across school subjects

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](http://www.ecml.at/ec-cooperation)





# Objectives

- Reflecting on needs and resources of your own diverse learners
- Developing a plurilingual dimension in all subjects



# Thinking about our learners: Neslihan

- Neslihan only uses one language per context – never both (diglossia); why is this a problem?
- Neslihan has everyday English (BICS) but struggles with academic English (CALP)
- Neslihan doesn't make connections between her first language, English and her foreign language at school (Spanish)



# Thinking about our learners: Yasmine

- Yasmine does not understand what is going on in class
- Yasmine (and the teacher) does not know she has academic skills (CALP) in Arabic – these are developed in her first language
- Yasmine does not transfer her abilities in other languages or use one language to help her to understand another



# Thinking about our learners:

## Kevin

- Kevin is monolingual – his mother tongue is English
- Kevin thinks the regional language variety spoken by his grandparents has no value
- He doesn't see the point of learning other languages
- He isn't comfortable when other pupils speak other languages around him – he isn't open to other languages and cultures



# Thinking about our own practices

- Do any of these children sound familiar to you?
- Share what may happen in your school/classroom if Neslihan/Yasmine/Kevin were in your lesson.
- How can collaboration across different language and subject teachers enable these learners to be fully included and to value all aspects of their identities?



# School snapshot

- HWS School: multilingual 11-18 comprehensive
- A radical curriculum for languages
  - French/German/Greek/Turkish tasters
  - Then choosing language option
  - Heritage languages as foreign languages
- Raising language awareness – learners as experts of their home languages
- Making links across disciplines and with out-of-school learning





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# Language Awareness

Languages of the classroom and the community

Languages of the world

Language families

Language borrowings

Scripts

Dialect

Learning how to learn languages

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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](http://www.coe.int/EDL)

EUROPEAN CENTRE FOR MODERN LANGUAGES  
CENTRE EUROPEEN POUR LES LANGUES VIVANTES

COUNCIL OF EUROPE  
CONSEIL DE L'EUROPE

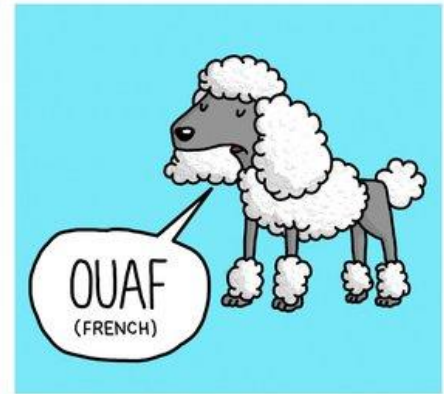
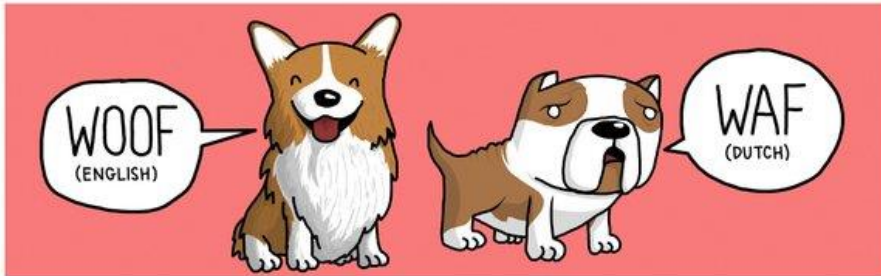
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# WHAT SOUND DOES A DOG MAKE ?

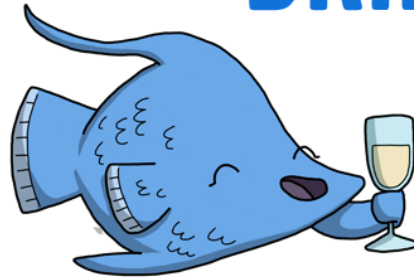
DOGS MAKE THE SAME SOUND WHEREVER THEY ARE, BUT YOU MIGHT GET A DIFFERENT ANSWER DEPENDING ON WHO YOU ASK!



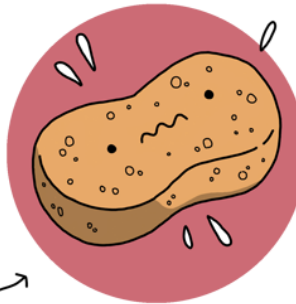


# DRINK LIKE A FISH AROUND THE WORLD

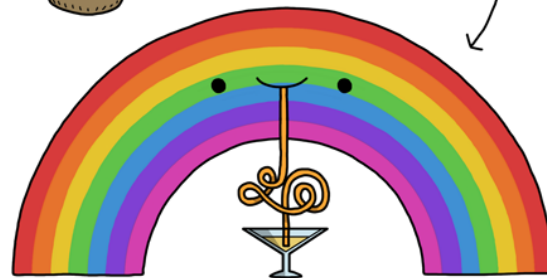
JAMES CHAPMAN  
SOUNDIMALS.COM



Drink like  
a sponge  
(Portugal)



Drink like a rainbow  
(Czech Republic)



Drink like a snake  
(Serbia)



Drink like a  
Templar Knight  
(Netherlands)





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# Identity Texts ...

...are “the products of students’ creative work or performances carried out within [the pedagogical space of the classroom]... insofar as students invest their identities in these texts (written, spoken, visual, musical, dramatic or combinations in multimodal form) that then hold a mirror up to students in which their identities are reflected back in a positive light. **When students share identity texts with multiple audiences... they are likely to receive positive feedback and affirmation of self in interaction with these audiences.. (p. 60)”**

Cummins, 2006; Cummins & Early, 2010

14



Figure 3.1. Covers of *The New Country* and *Tom Goes to Kentucky*

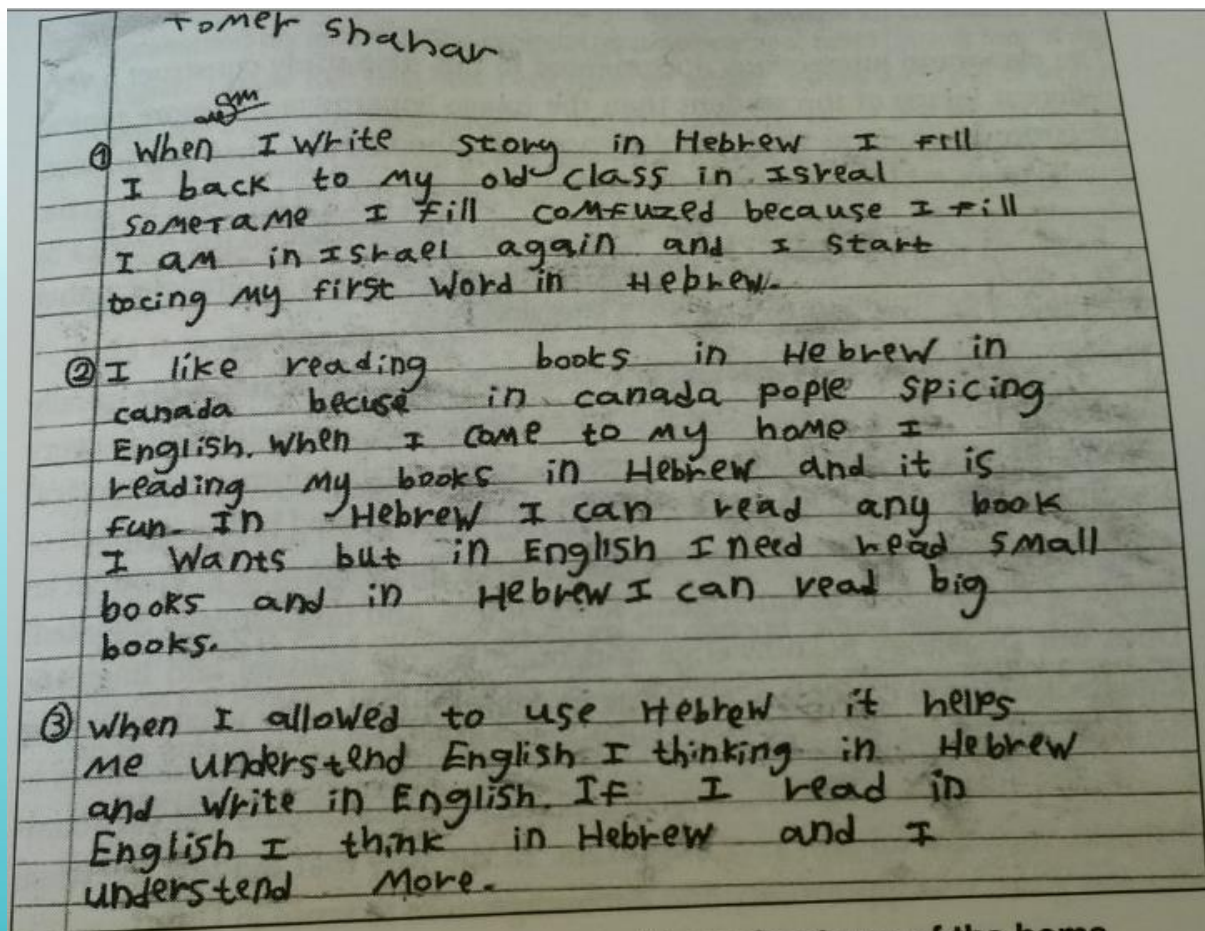


Figure 3.3: Tomer's responses to questions about use of the home language

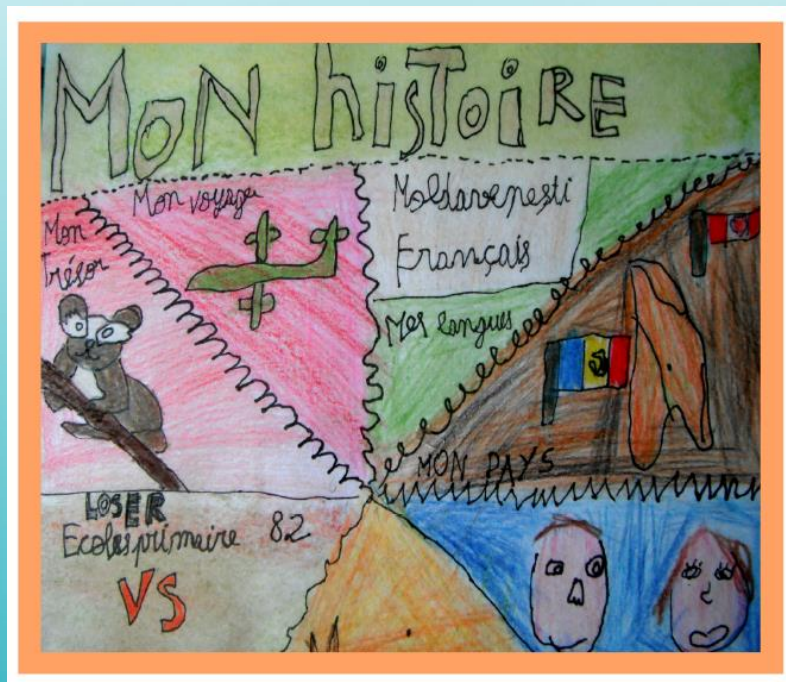
App for creating identity texts: [www.scibjab.com](http://www.scibjab.com)

See more: [www.elodil.com](http://www.elodil.com)





# Family stories to learn to write



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# Family stories to learn to write

Possibility for the parents to add something in their own language

Working in collaboration with the organisations from the communities

<https://www.elodil.umontreal.ca/fileadmin/documents/Guides/ehf/08-complet.pdf>

Guide in French

[https://www.youtube.com/watch?v=AE5TByW\\_-jo](https://www.youtube.com/watch?v=AE5TByW_-jo) – Video in French

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# Discuss

Could you adapt one of these ‘techniques’ – ‘tools’ in your schools/classes with your learners? How? Why?

Don't hesitate to adapt, change, combine, add, ... to make it suit your context.



### ConBat+

### Plurilingualism and pluriculturalism in content teaching

#### Video

[Background to the CONBAT+ project](#)

[Related Publications](#)

Educational institutions increasingly face the challenge of accommodating learners from a wide range of linguistic and cultural backgrounds in their classrooms. The training kit presents an innovative way of managing diversity in the classroom by combining plurilingual and pluricultural approaches with content-based instruction. The reader will discover how content-based and plurilingual activities can be linked to several subjects of the curriculum.



#### WHO IS IT FOR?

- **primary and secondary school teachers** working with learners from different linguistic and cultural backgrounds
- **teacher trainers** looking for a training kit with very practical resources
- **educational inspectors and decision-makers** faced with accommodating diversity in the school curriculum.



[download flyer](#)

#### THE TRAINING KIT

The training kit shows in which way the languages and cultures present in the classroom can be developed as a cross-curricular resource at primary and secondary level. It offers **twenty-six content-based didactic units** in English, French and Spanish to be used in classrooms. [...read more](#)

### The project

[Click here to go the project pages](#)

This website presents sample activities which illustrate the approach outlined in the rationale. A primary school teacher will, for example, find an activity suitable for mathematics, sports and/or music and a secondary school teacher of civic, social and political education may be interested in testing out plurilingual comparative text work on the theme of the Universal Declaration of Human Rights.



WATCH  
VIDEO




ABOUT THE  
TRAINING KIT



The **European Centre for Modern Languages** (ECML) is a Council of Europe institution promoting excellence in language education in its 34 member states. Publication downloads at <http://www.ecml.at/publications>.



# CONBAT+ <http://combat.ecml.at>



**CONBAT+**  
CONTENT BASED TEACHING + PLURILINGUAL/CULTURAL AWARENESS








































ConBat+ Training Kit Didactic Units Resources
en fr nl

**Didactic Units**

- Contar hasta diez
- Japanese calligraphy
- Motion in the ocean
- Notre terre nous nourrit
- Fairy tales
- Our home - our world
- Addictively tasty
- La reproduction des animaux
- Il est temps de connaître tes droits
- L'énergie
- A healthy diet
- Una estadística plurilingüe
- Coffee
- Trees: Linguistic and cultural aspects
- Units of measurement
- A symphony of fractions
- Droits de l'homme
- Parasites
- Explorers
- Our beautiful earth: A view from space
- Yoghurt
- Body part
- Mathematics
- Science and Scientists

**Didactic Units**

	Didactic Units	Author	Subject	Age	Language	Material for teachers	Material for students
1	Contar hasta diez	Sofie Jonckheere	matemáticas, educación física, música	6 - 12	ES	 	 
2	Japanese Calligraphy	Áine Furlong	art	8 - 12	EN	 	 
3	Motion in the ocean	Martine Kervran	geography, physics	9 - 12	EN	 	 
4	Notre terre nous nourrit	Nathalie Auger	géographie, sciences de la vie et de la terre	9 - 13	FR	 	 
5	Fairy tales	Pia Berg	music, art, geography, science, physical education	9 - 16	EN	 	 
6	Our home - our world	Marie Hofmannová & Radek Vít	homeland studies, mathematics	10 - 12	EN	 	 
7	Addictively tasty	Sofie Jonckheere, Kristel Provost & Arzu Basoglu	history, geography, cooking, home economics	10 - 16	EN	 	 
8	La reproduction des animaux	Mercè Bernaus & Manel Castellano	sciences naturelles	11 - 13	FR	 	 
9	Il est temps de connaître tes droits	Elena Coman	éducation civique	11 - 14	FR	 	 
10	L' énergie	Nathalie Auger &	technologie,	11 - 14	FR		

SHARE

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# Conbat+ an example

## *Motion in the ocean* by Martine Kervran

### Target group

9-14

### Subjects

Geography & Physical Sciences

### Aims

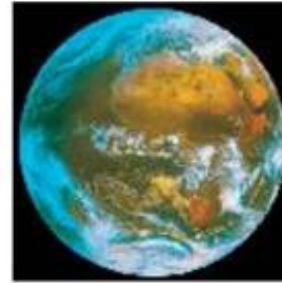
- Learn about the location and names of the main oceans in the world
- Identify the main causes for water movement in the ocean.
- Explore the relationships between wind and ocean waves.
- Learn about storms at sea



# 1. THE OCEANS IN THE WORLD

## WORKSHEET 1

Grouping 



1- Fill in the chart below after discussing the items with your friends and your teacher (use the language you know best / your teacher will help you if necessary)

What we know about the ocean	What we want to Learn about the ocean
-	-
-	-
-	-
(...)	(...)

2- Answer the question after discussing it with your friends and your teacher (use the language you know best/ your teacher will help you if necessary)

Why does the water of the sea move?

.....  
 .....

<http://conbat.ecml>



## 1- Read the definitions and label the map

Oceans cover nearly 71% of the Earth's surface.

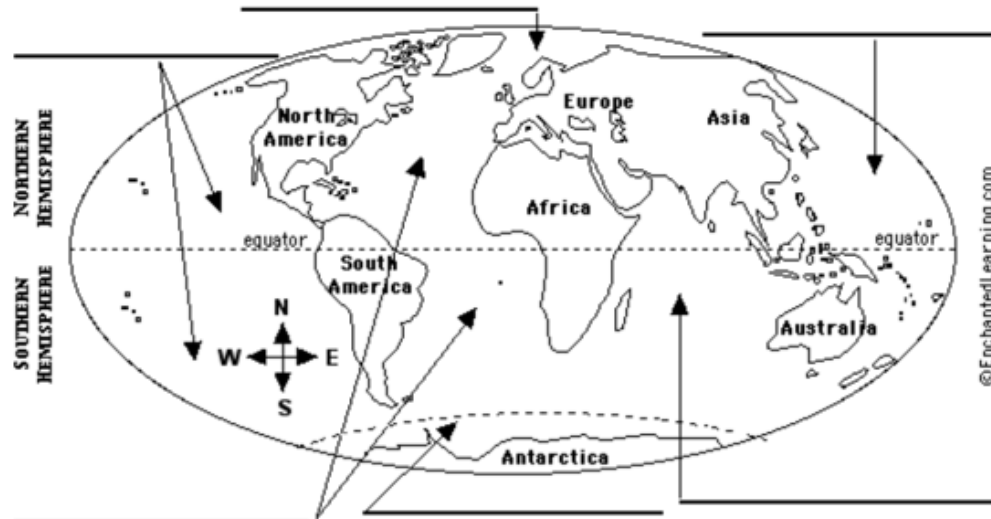
The **Pacific Ocean** is the largest ocean and borders the five continents.

The **Atlantic Ocean's** neighbouring seas include the Mediterranean Sea, the North Sea and the Baltic Sea.

The **Arctic Ocean** is the smallest ocean. It surrounds the North Pole. It is frozen all the time, except at its edges.

The **Southern Ocean** is where you'll find Antarctica and the South Pole.

The **Indian Ocean** borders areas from the southern hemisphere.



<http://combat.ecml>

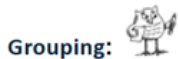
- 2-  Check your answers and learn more about the five oceans by following this link:

<http://www.gdrc.org/oceans/world-oceans.html>

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Grouping:

Look at the translations of the world ocean in a few different languages and try to answer these questions

Language	The word ocean
German	ozean
French	océan
Italian	oceano
Russian	океан
Danish	ocean
Deutch	ocean
Spanish	océano
Portuguese	oceano
Swedish	ocean
...	...
...	...



Then discuss them with the whole class (use the language you know best/ your classmates and teacher will help you if necessary)

What do you notice?

.....

Can you guess why?


.....

Can you write the word ocean in any other language(s)? If so, add it to the list above

There are various kinds of storms at sea that are given different names. Those names depend on the region of the world where those phenomena generally occur.

1- Link each English word to the original word you think it comes from.

English word	original word
Hurricane	<i>Kyklōma</i>
Typhoon	津波
Tsunami	<i>Huracan</i>
Cyclone	台风


2-  Try to find out what is the name of each of those languages

The word hurricane comes from.....

The word typhoon comes from.....

The word tsunami comes from.....

The word cyclone comes from.....

3-  Look for a definition of each term in a dictionary and write it down:

Hurricane: .....

Typhoon: .....

Tsunami: .....

Cyclone: .....

### Methodologies





# Answer sheet

The word **hurricane** came to English from the Spanish word *huracán*. Spanish explorers and conquerors took the word from the Taino word, meaning *storm*. Taino is an extinct language from the Bahamas.

The word **typhoon** comes from the Chinese word 台风 (*TAI-FUNG*) which means *great wind*.

The word **tsunami** comes from the Japanese word meaning *port*.

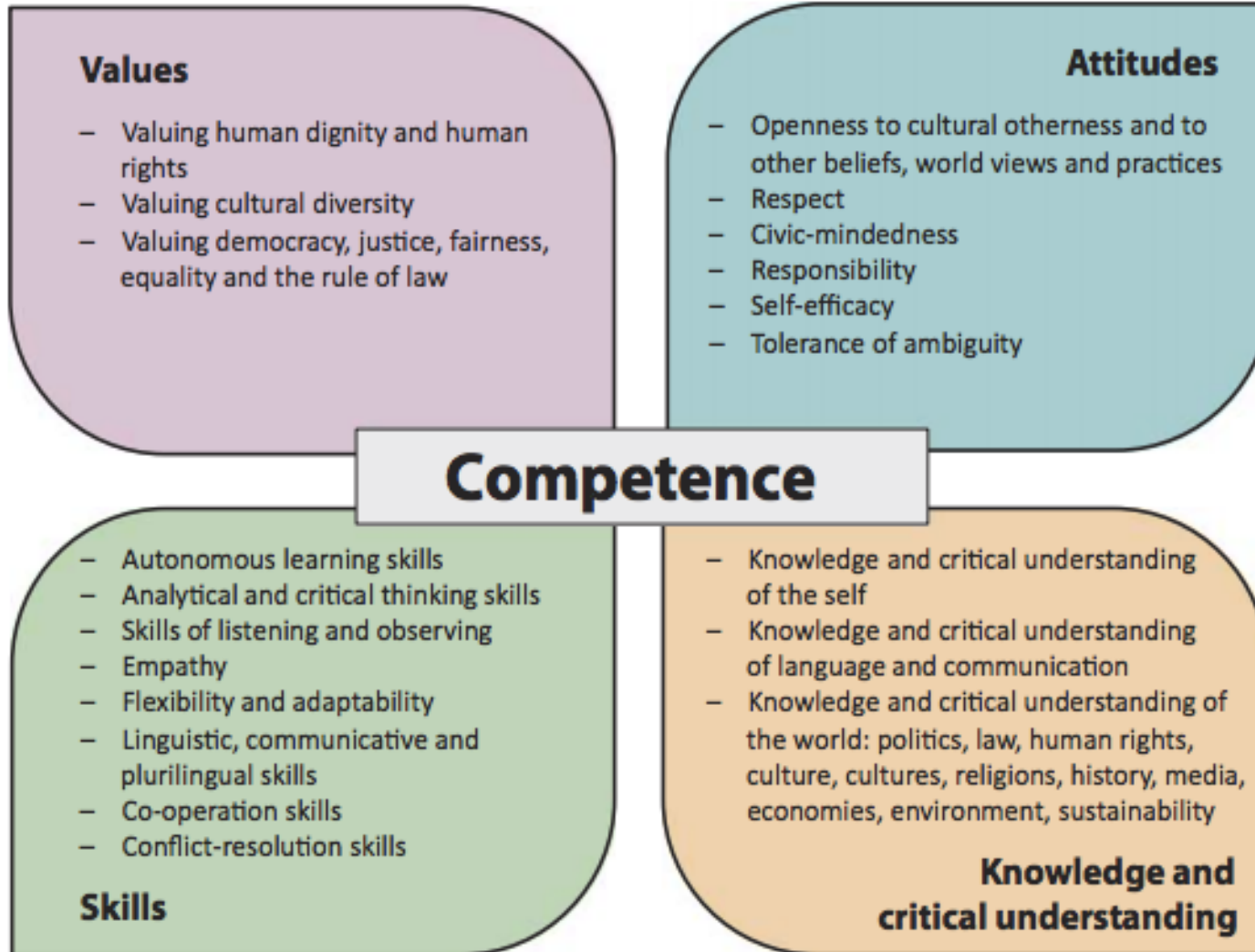
The word **cyclone** comes from modifications of the Greek word *kyklōma* which means *wheel* and is derived from *kyklos*, meaning *circle*.



# Focus questions

1. What exactly would children learn from these resources and activities?
2. How might they be adapted for your own context? (subject, age group etc)
3. Can you think of other activities in other subjects?
4. What obstacles might there be to you doing this kind of activity? How might you get over them in order to include at least some aspects of this kind of learning?







pause café  
διάλειμμα για καφέ  
sos caife  
coffee break  
prestánka na kávu  
Kaffeepause  
odmor za kavu