

SUPPORTING



MULTILINGUAL
CLASSROOMS

Session 1

Multilingualism and plurilingualism: Identities and contexts

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
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Session 1

Objectives

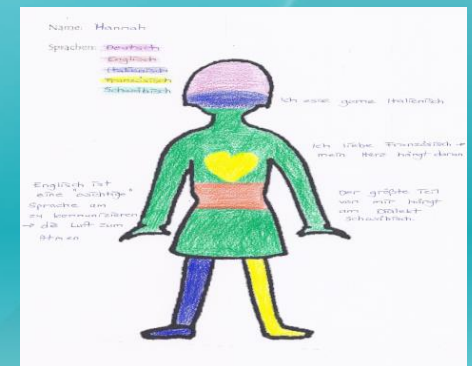
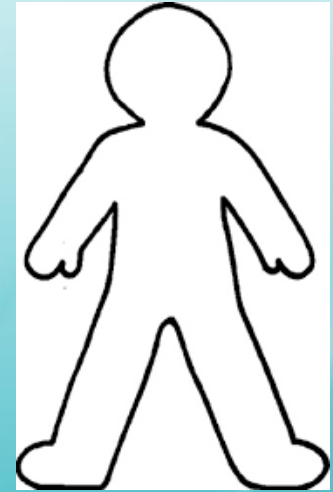
- Being aware of our plurilingual identity
- Developing positive attitudes towards linguistic and cultural diversity
- Raising learners' and teachers' awareness of the plurality of their linguistic and cultural experiences
- Sharing our classroom contexts
- Considering myths and facts
- Challenging assumptions
- Reflecting on plurilingualism as a resource



Getting to know each other: Plurilingual Repertoires

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

- Draw an empty silhouette
- 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)

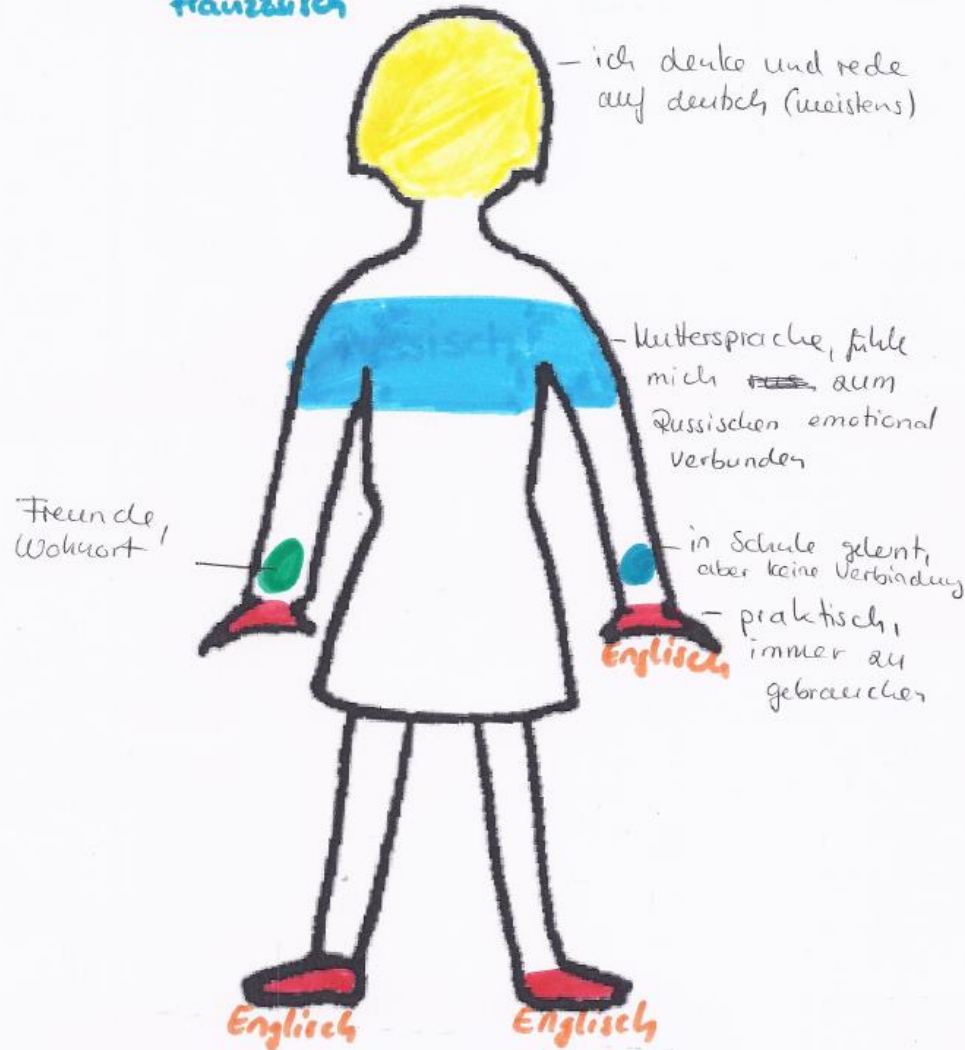
Please discuss in small groups, present your language repertoire to each other:

- What strikes at first sight?
- Are there similarities/differences?
- Why have you chosen the mentioned 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

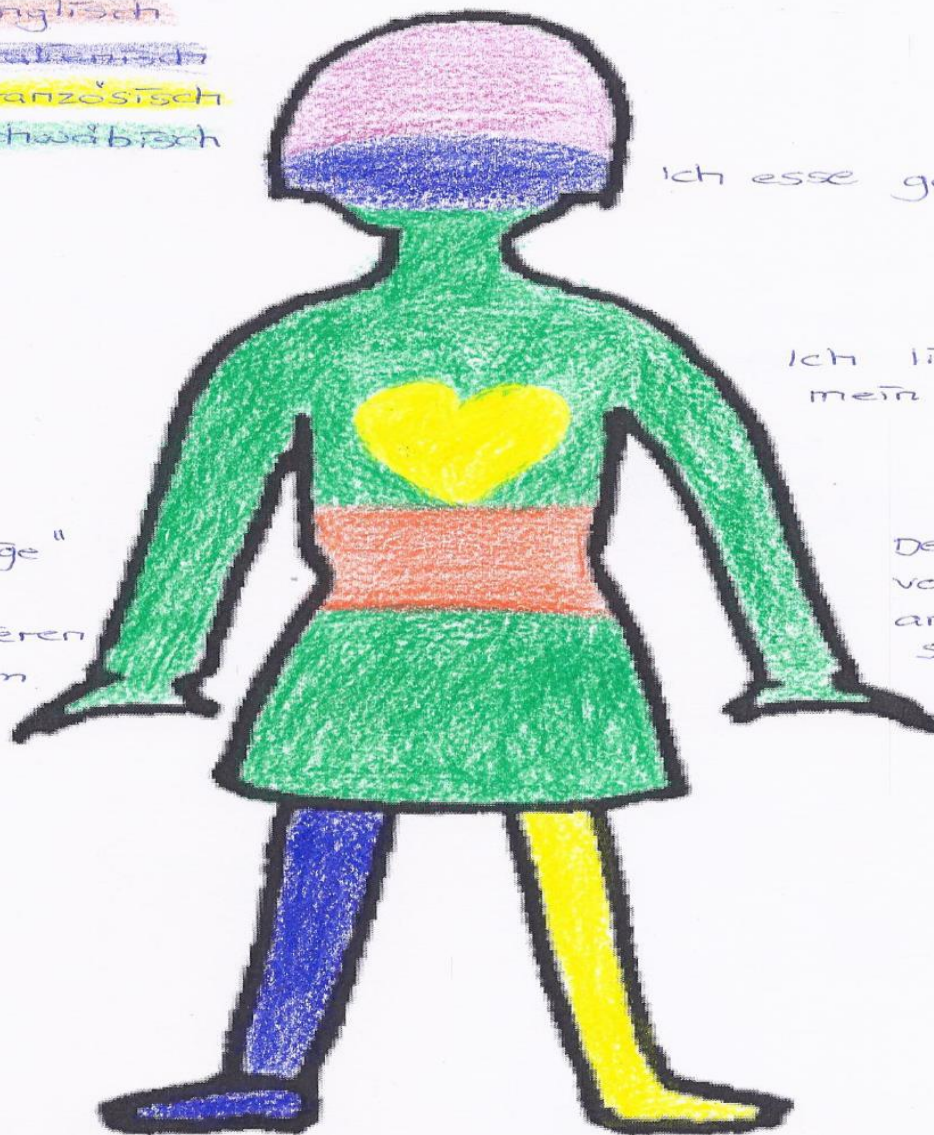
Sprachen: ~~Deutsch~~

Englisch

~~Italienisch~~

Französisch

Schwäbisch



Ich esse gerne Italienisch

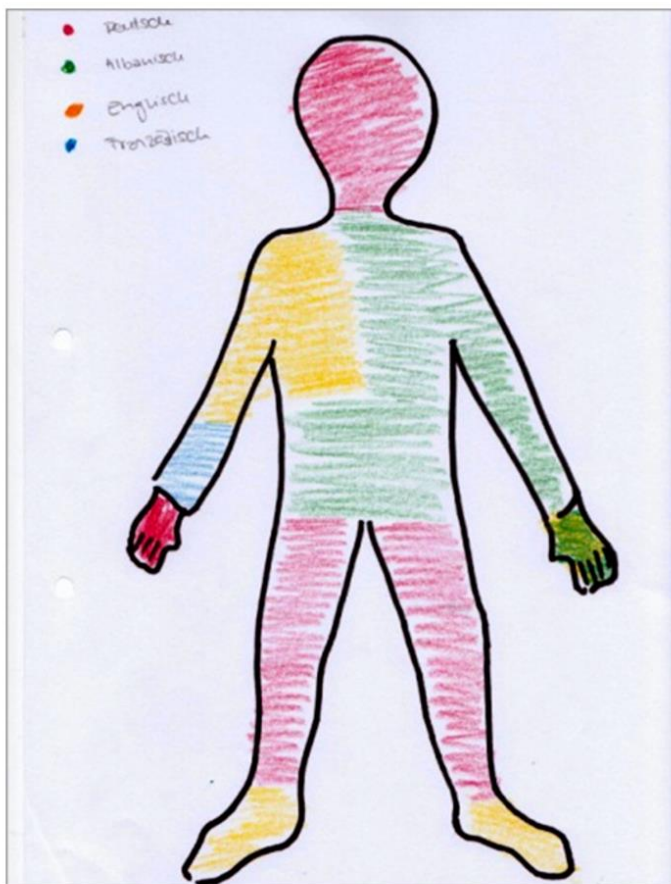
Ich liebe Französisch →
mein Herz hängt daran

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

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Example



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.

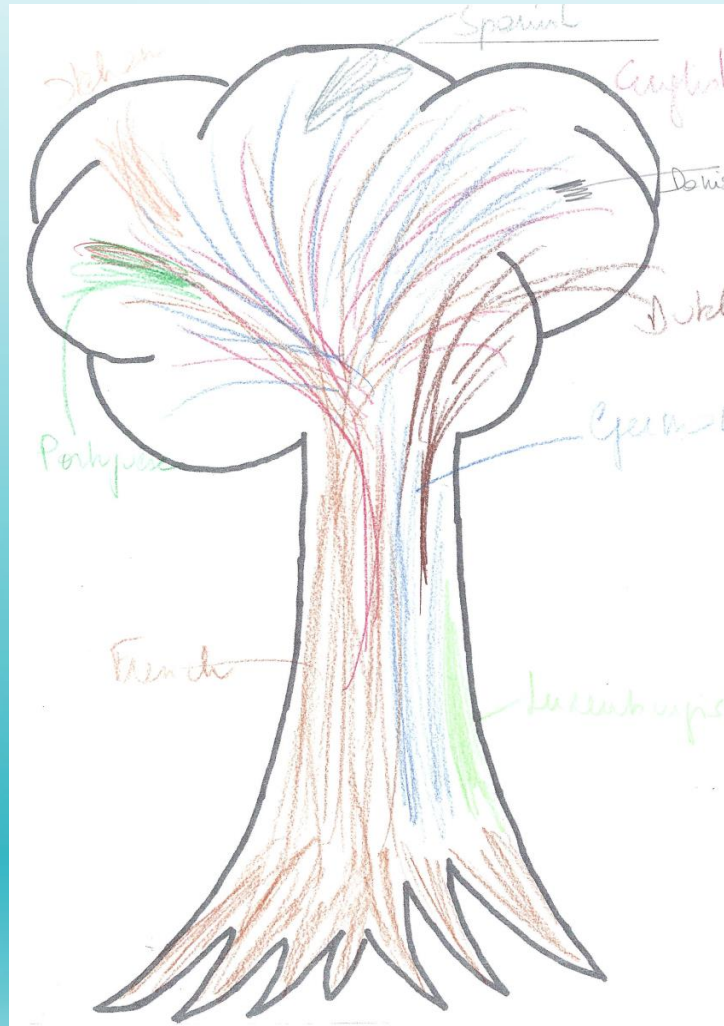
In the lake there is still place for more "language islands".

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Visualising repertoires



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Visualising repertoires



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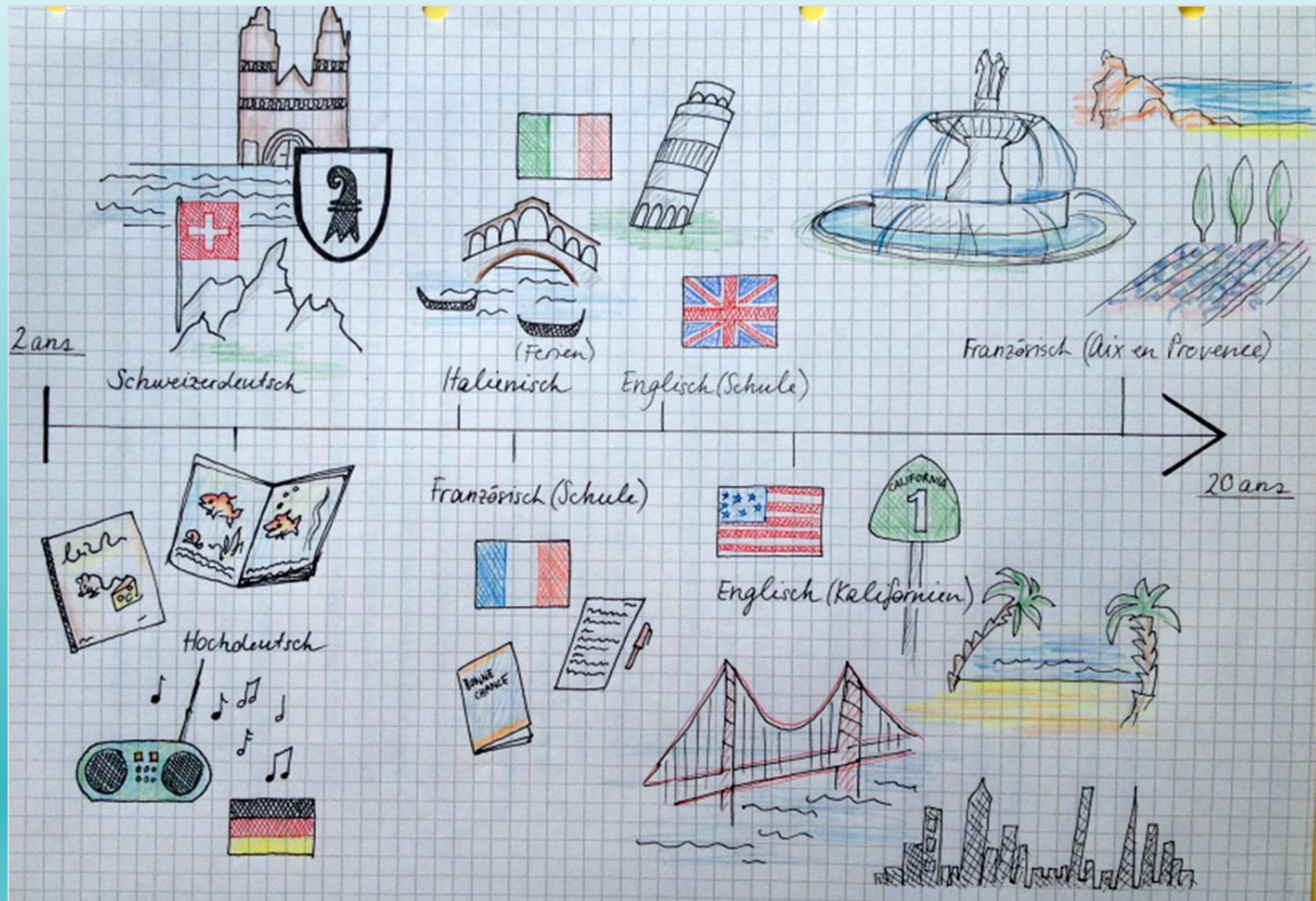
2. Think about the languages you can speak and fill in the grid. (teacher's example)

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



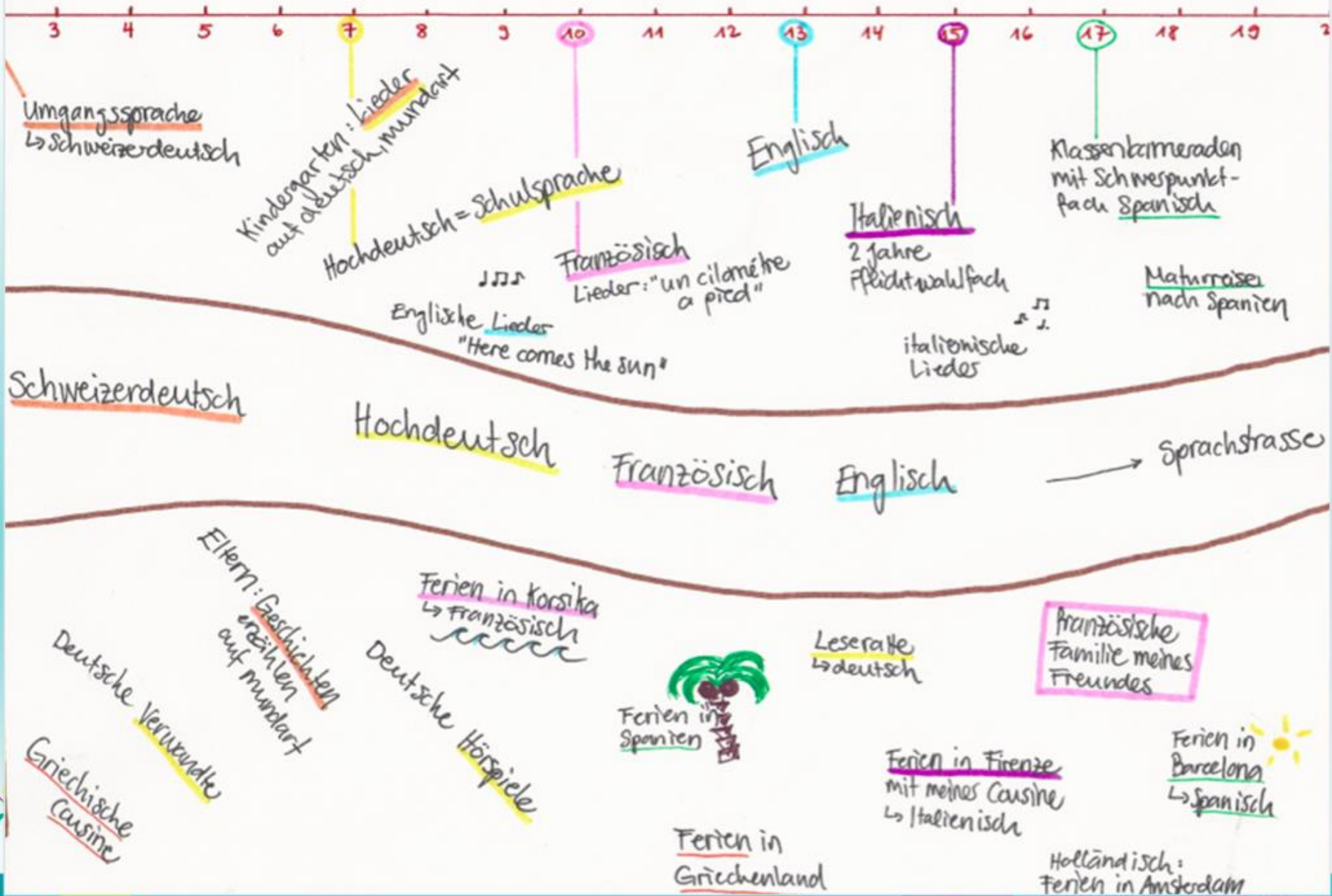
Visualising repertoires



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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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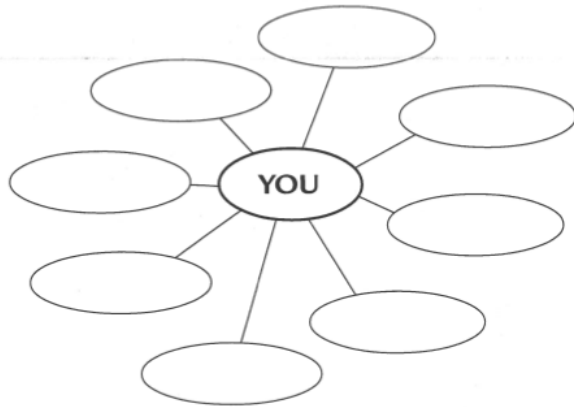
Multiple identities (from Plurimobil)

You as a Culturally Diverse Person

Discovering your cultural diversity

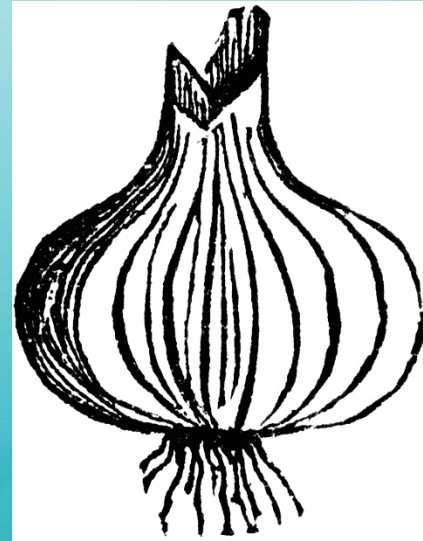
Take a few minutes to complete this diagram. In as many circles as you can, write a word you feel describes you or is a significant part of who you are or how you choose to identify yourself to others (e.g., sister, student, African-American, Christian, Democrat).

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)

Campaign against racism in Belgium

- 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)



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)



Discussion

- Languages in your schools?
- Multilingualism in your society?
- Reflection on individual school position/policies?



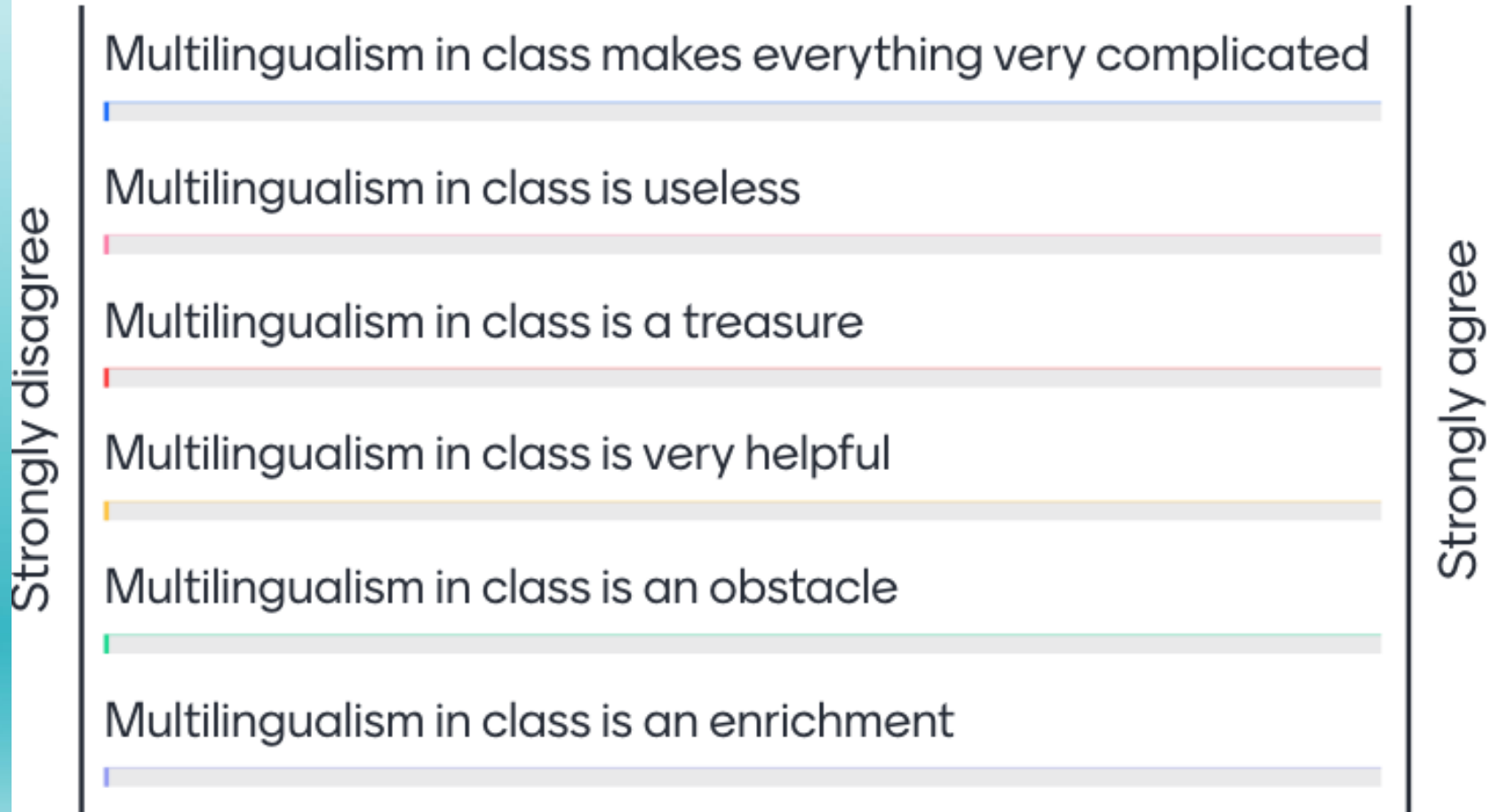


What's your opinion about multilingualism in society?





What's your opinion about multilingualism in class?



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Fact or myth?

- Do the ILLEY* Quiz individually:

<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

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

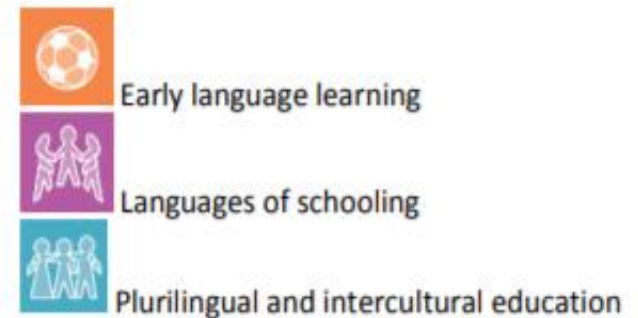
Publication team: Flore Schank; Ingeborg Birnie; Déirdre Kirwan;
Dana Musilova; Jakob Patekar.

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.



www.ecml.at/inspiringearlylearning

EN

FR

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Groupwork: Fact or myth? (15 minutes)

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

1. Choose two of the following statements and share some reasons why they are right or wrong?
 - Bilingualism delays language acquisition in children.
 - Bilingual people have double or split personalities.
 - Bilingual people are also bicultural.
 - Mixing languages is a sign of laziness in bilingual people.
 - If parents want their children to grow up bilingual, they should use the one-person, one-language approach.
 - Bilingual people are born translators.

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

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