

SUPPORTING



MULTILINGUAL
CLASSROOMS

Session 2

Pluralistic approaches in the language classroom

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



GUESS WHAT THESE TEXTS ARE ABOUT TO GOOGLE!!!

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 vsbryd 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 yon bonsans, tout fèt ak yon 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. Sa 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 moghnija bir-raġuni u bil-kuxjenza u ghandhom 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 fată 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>

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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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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

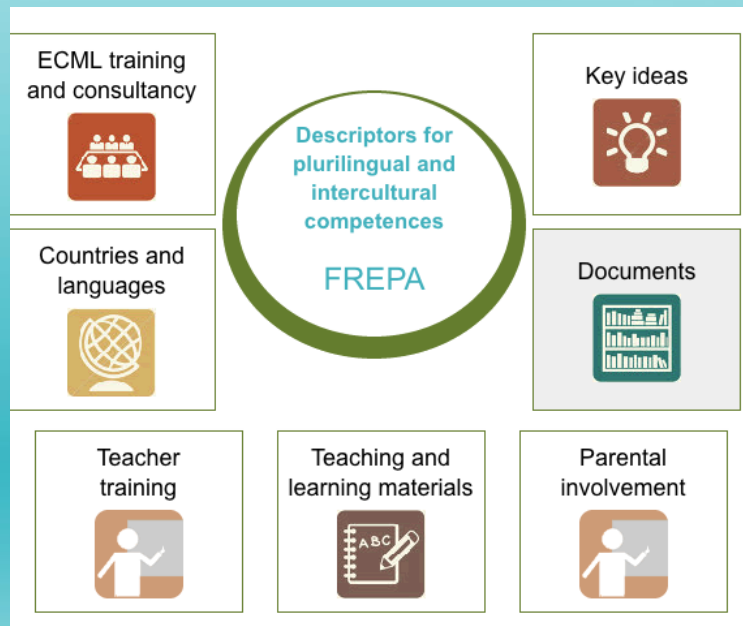


Develop ATTITUDES

- ❑ **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



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

S1: 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)

☰ CARAP Descriptors

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

Plurilinguals 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

- 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

- 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

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[https://www.lehrmittelverlag.ch/
de-de/nav-
Downloads/Home/CMS/efc44f9d-
a6ea-4c16-9a6e-7a11be34d587](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)

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<http://www.lehrmittelverlag.ch/Content.aspx?ctgyName=efc44f9d-a6ea-4c16-9a6e-7a11be34d587>

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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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	go Can party Saturday we the on to?
En français	nous - samedi à Pouvons la aller fête?
Auf Deutsch	gehen am Können auf wir Party die Samstag?

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> speak Russian fluently.	Er <u>kann</u> fließend Russisch <u>sprechen</u> .	
<u>May</u> 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>fieng an</u> den Text <u>zu lesen</u> .	
He <u>forgot to open</u> the letter.	Er <u>vergaß</u> den Brief <u>zu öffnen</u> .	
I <u>hope to see</u> you soon.	Ich <u>hoffe</u> dich bald wieder <u>zu 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?



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



Awakening to languages/ language awareness activities




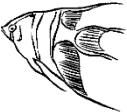
























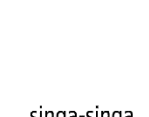
- stimulate the pupils' curiosity/interest in/
languages (and cultures)
- stimulate their observation and analysis skills
- stimulate the development of learning strategies
- may valorise languages spoken by some of the
learners
- may aim at the learning of specific language items



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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 CENTRE EUROPEEN POUR
LES LANGUES VIVANTES

 CENTRE FOR
LANGUAGES

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE



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



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



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?

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déjeuner

am lóin

lunch break

obedná prestávka

pusdienlaiks

pusdienu pārtraukums

Mittagspause

διάλειμμα για μεσημεριανό

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