

MULTILINGUAL PEDAGOGIES IN PRACTICE

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MULTILINGUAL CLASSROOM PRACTICES

The use of home languages in the classroom has long been advocated by researchers who maintain it can bring considerable social and academic benefits for multilingual and monolingual pupils alike. This talk will present a summary of the most prominent multilingual classroom pedagogies that have emerged in the last few decades in European and North American contexts, including language awareness, translanguaging as pedagogy, functional multilingual learning and creative multilingual approaches. It will look at the aims of each approach and consider how these are implemented and achieved in reality.



Socio-educational contexts

What kinds of languages and language situations?

- Majority language acquisition by recent (and not so recent) immigrant groups
- Heritage languages (e.g. indigenous languages in Canada & New Zealand)
- Regional languages (e.g. the Basque country)
- Post –colonial multilingual countries (e.g. South Africa)
- Patois and local dialects

What kinds of classrooms?

- (Urban) multilingual classrooms
- Dual language classrooms and school systems
- International schools
- Complementary schools



Develop a
(critical)
awareness of
plurilingualism
(individual,
community,
society)

Value/preserve/
develop the
home language
and encourage
awareness of
language(s)

**Goals of
multilingual
pedagogies**

Use languages in
a meaningful
way and as a
social and
cultural resource

Scaffold and
support
academic tasks
and school
language
development

LANGUAGE PORTFOLIOS

- Language passport:** the language learner can summarise his/her linguistic and cultural identity, language qualifications, experience of using different languages and contacts with different cultures.
- Language biography:** the learner to set learning targets, to record and reflect on language learning, and on intercultural experiences and regularly assess progress.
- Language dossier:** the learner can keep samples of his/her work in the language(s) he/she has learnt or is learning.

Languages I know

Language	How long I've been learning this language	Where I learn this language. At school? At home?	In this language I'd like to be able to ...

Language

I use the language

I meet people who speak this language sometimes often

Language

I use the language

I meet people who speak this language sometimes often

Language

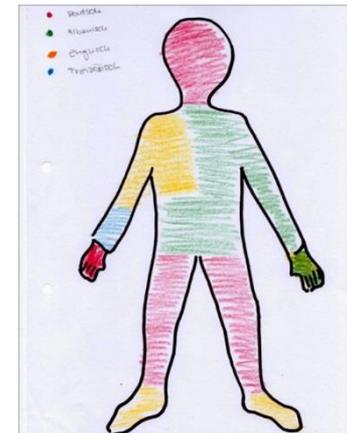
I use the language

I meet people who speak this language sometimes often



Listening	Speaking and talking to someone	Reading	Writing
B1 <input type="checkbox"/>	B1 <input type="checkbox"/>	B1 <input type="checkbox"/>	B1 <input type="checkbox"/>
Grade 9 <input type="checkbox"/>			
Grade 8 <input type="checkbox"/>			
Grade 7 <input type="checkbox"/>			
A2 <input type="checkbox"/>	A2 <input type="checkbox"/>	A2 <input type="checkbox"/>	A2 <input type="checkbox"/>
Grade 6 <input type="checkbox"/>			
Grade 5 <input type="checkbox"/>			
Grade 4 <input type="checkbox"/>			
A1 <input type="checkbox"/>	A1 <input type="checkbox"/>	A1 <input type="checkbox"/>	A1 <input type="checkbox"/>
Grade 3 <input type="checkbox"/>			
Grade 2 <input type="checkbox"/>			
Grade 1 <input type="checkbox"/>			
START HERE	START HERE	START HERE	START HERE

(CILT, 2006)



(Maledive)



LANGUAGE AWARENESS/EVEIL AUX LANGUES

A focus on learning ***about*** languages in society rather than ***learning*** languages or ***learning through*** languages.

Based on the notion of ***language repertoires***.

Cognitive: comparison of phonetic/syntactical/semantic systems.

Social: encourage solidarity in linguistic and cultural plurality.

Affective: pride in own plurilingual repertoire.

Multiple (often pre-defined) languages used.

Structured lessons.

ELODIL (Armand & Maraillet, 2014)

EOLE (IRD, 2014)

EVLANG - (Candelier, 2003)

Ouverture Aux Langues A L'Ecole, Vers des compétences plurilingues et pluriculturelles (MENFP, 2010)

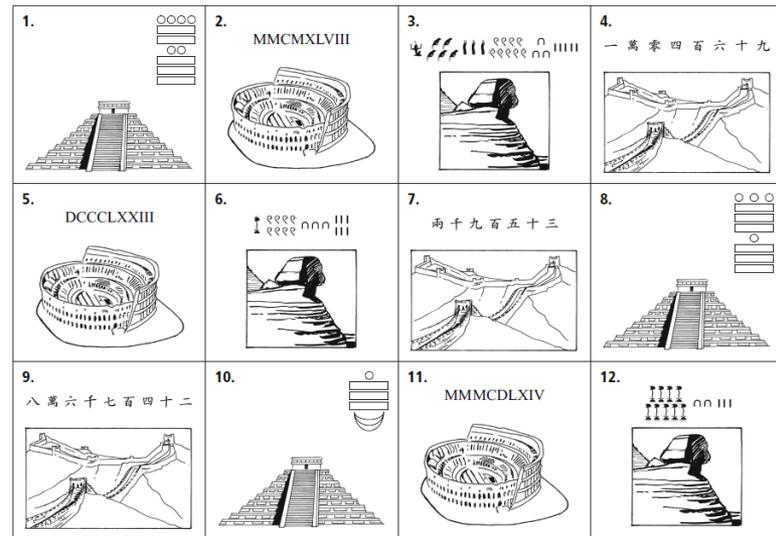
Diddenheim project (Young & Hélot, 2003)



Examples: Eveil Aux Langues/ Awakening to Languages

Little Red Riding Hood

- Matching of titles of fairy tales in French and their name in another language
- Comparison of linguistic elements e.g. word number, syntax, cognates
- The children read three different versions of Little Red Riding Hood (from France, Germany and China) and answer questions.
- Collective comparison of the story elements e.g. the role of the heroine, the behaviour of the wolf (ELODIL, 2010)



(EOLE, 2014)

Beurre leger- doux
Light Botter/Butter – ongezouten
Mantequilla ligera
Manteiga magra – baixo teor de sal

(MENFP, Luxembourg, 2010)



CREATIVE MULTILINGUAL PROJECTS/IDENTITY TEXTS

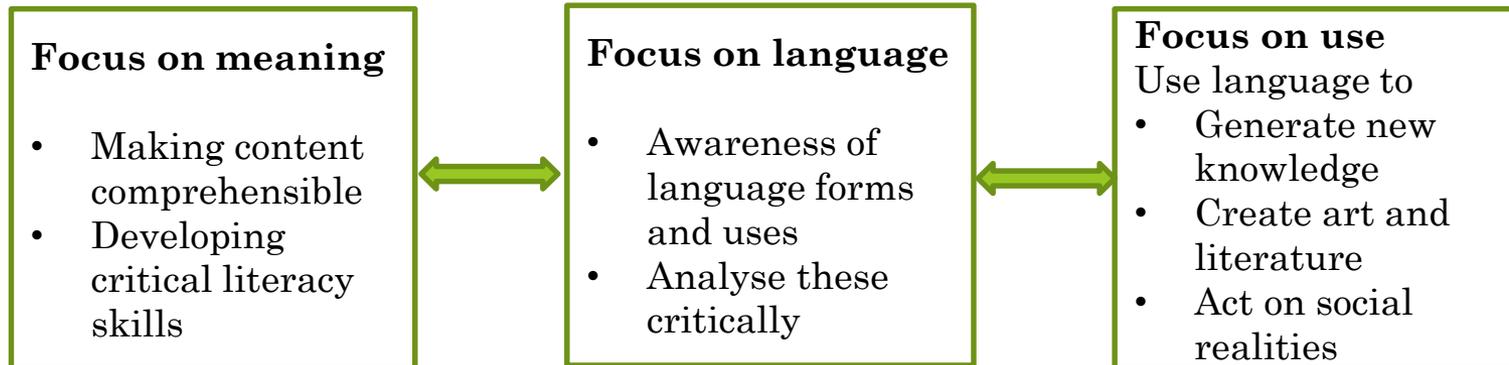
Self expression and the contribution of the individual to a wider collective project: art, music, theatre, poetry, dual language books

A *projection of identity* into new social spheres, and a *re-creation of identity* as a result of feedback from and dialog with multiple audiences

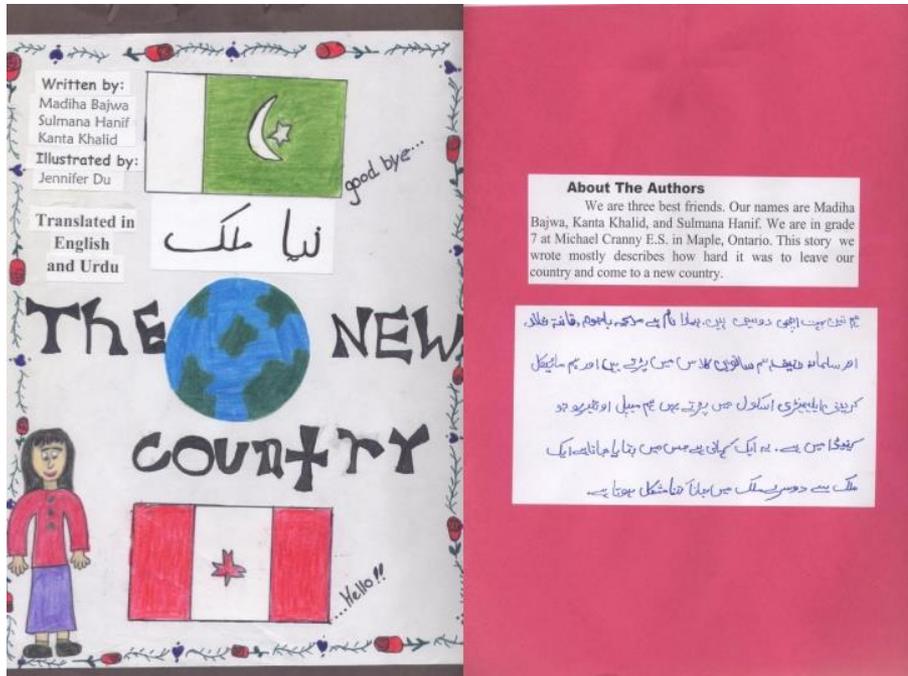
The learner is empowered.

Cummins: literacy engagement  identity investment

Literacy expertise framework (Cummins, 2011)



Examples: Creative multilingual projects/ identity texts



(Cummins, 2005)



(Prasad, 2015)

Nouvelle School

When I started my stomach was rumbling

Ils se moquaient de moi

Ils étaient tous en train de m'observer

Dalémo icho ni asobanakata (*ils ne me laissent pas jouer*)

(Vidon, 2016)



TRANSLANGUAGING AS PEDAGOGY

Translanguaging as *communicative practice*

Translanguaging as a *pedagogical approach*

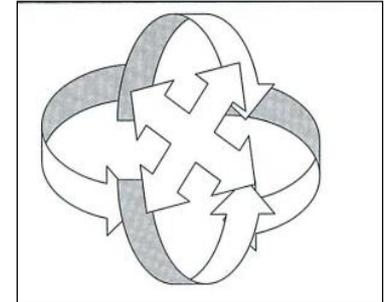
To allow the transfer and reinforcement of knowledge from one language to the other.

- Acts on pupils' metalinguistic awareness
- Supports the development of the school language
- Supports the development of content material

- Allow/encourage/enable

Uses languages spoken by pupils.

Balance of structured planning, input and output in both languages and acting on spontaneous need as it arises.



Dynamic bilingualism
(García & Kleifgen, 2010)



Elements of a translanguaging pedagogy

- Exploring the multilingual ecology of the classroom
- Designing instruction to promote translanguaging
- Encouraging collaboration
- Translanguaging as an academic and social resource
- Academic planning for content, literacy and language development

The language objectives for an integrated unit on writing about the solar system were:

- ❑ Understand and use **vocabulary words** related to the solar system.
- ❑ Use **comparative** (*bigger than, smaller than, closer than, etc.*) and superlative adjectives (*the biggest, the smallest, the closest, etc.*)

(Celice & Seltzer, 2011)

Accessing meaning in texts: preview-view-review

<p>English: revolution</p> <p>Spanish: revolución</p> <p>Haitian Creole: revolisyon</p>	
<p>When the people of a country overthrow or change the government.</p> <p>Quando la gente de un pais derrocar o cambiar el gobierno.</p> <p>Lè foul moun yo nan yon peyi jete oswa chanje gouvènman.</p>	<p>The people of France started a <u>revolution</u> and overthrew King Louis XVI.</p> <p>Los franceses iniciaron una revolución y derrocaron el rey Louis XVI.</p> <p>Moun yo nan Lafrans te kòmanse yon revolisyon Li chavire Wa Louis XVI.</p>

Linguistically Appropriate Practice (LAP) (Chumak-Horbatsch, 2012)

‘Educationally appropriate practice’ to meet the language and literacy needs of young immigrant children.

Aimed at pre-school.

- Charting home languages
- Using home languages in the classroom
- Linking home and the classroom
- Bringing the outside world into the classroom
- Sharing books and newspapers with children

Functional Multilingual Learning (Sierens & Van Avermaet, 2014)

‘Exploits children’s plurilingual repertoires as didactic capital for learning’.

The first language is a ‘stepping stone’.

- Safe positive classroom climate
- Functional and meaningful tasks
- Interactional support



Language awareness through the comparing and contrasting languages

Comparons les langues !						
Langues						
luxembourgeois	Haus	Sonn	Schoul	Ball	Buch	Bierg
allemand	Haus	Sonne	Schule	Ball	Buch	Berg
anglais	house	sun	school	ball	book	mountain
français	maison	soleil	école	balle	livre	montagne
portugais	casa	sol	escola	bola	livro	montanha
italien	casa	sole	scuola	pallone	libro	montagna
espagnol	casa	sol	escuela	pelota	libro	montaña
serbo-croate	kuća	sunce	škola	lopta	knjiga	brdo
albanais	shpia	dilli	shkolla	topi	libra	bjeshka
...						

(MENFP, 2010)

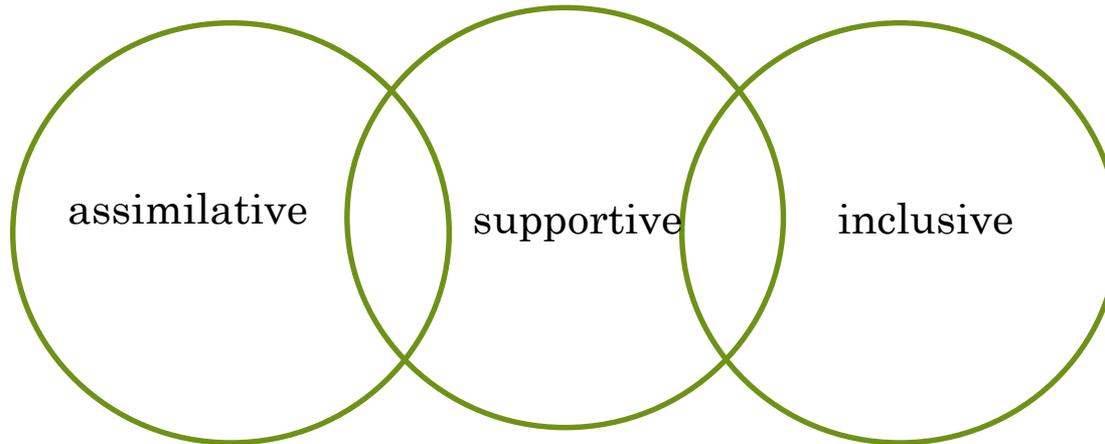
Syntax	Word order	Developing awareness of word order	Consider:
			<p><i>Je lis un livre</i></p> <p>Order = subject, verb, object</p> <p>Do the other languages you know observe the same order (for instance, in Spanish, the subject pronoun is optional, in German the verb is in second position in main clauses, etc.)? How are questions formed (in French it depends on the pragmatic intention of the speaker)?</p>

(Auger, 2005)

Heather: How like outside it's different than inside on the floor. . . "piso or suelo." Like floor and dirt. We don't say that, we say ground and ground or floor and floor :: or dirt or no uh ::

(Martin-Beltrán, 2010)

GENERAL PRINCIPLES?



(Chumak-Horbatsch, 2012)

- Teaching about language(s) or using home languages as a vehicle or support for learning?
- Separate, structured learning or transdisciplinary?
- Language use is teacher determined or opportunistic, generated by pupils?
- Ideas of language – as separate systems or as holistic for bilinguals?
- Teaching as a political endeavour?



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