



REPUBLIKA SLOVENIJA
MINISTRSTVO ZA IZOBRAŽEVANJE,
ZNANOST IN ŠPORT

Jeziki štejejo

Languages matter



EVROPSKA UNIJA
EVROPSKI SKLAD

Languages Matter: Weekly discussions about pluri-/multilingualism

Jeziki štejejo: Tedenski pomenki o več-/raznojezičnosti

Projekt Jeziki štejejo sofinancirata Evropski socialni sklad ter Ministrstvo za izobraževanje, znanost in šport.



A Language Diamond for using Pluri/Multilingualism as a Resource for Teaching and Learning

**A Theoretical model with resources for teachers
from kindergarten to university**



LHUMAIN

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LHUMAIN, March 2022

Issues and challenges



ISSUES *Teaching (through) Languages*

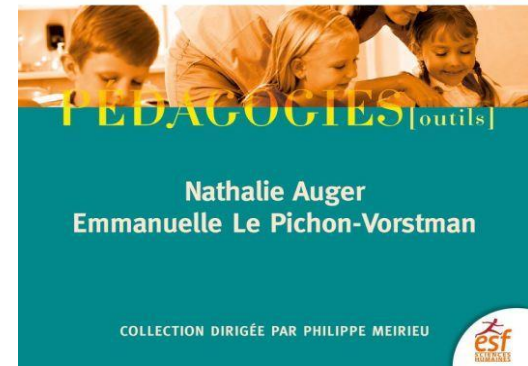
- Foreign language, regional language, heritage language, ancient language
- Language of instruction / schooling (Listiac <https://listiac.univ-montp3.fr/>)
- Languages of the content
(<https://combat.ecml.at/Theproject/tabid/246/language/fr-FR/Default.aspx>, <https://escapeprojects.ca/>)
- Digital, physical and artistic languages
<http://parlemonde.mascenenationale-creative.com/>
- Various classes: ordinary, NAMs classes, European classes, Bilingual
Regional classes
- Various students: plurilingual pupils

Paradoxical demands

- European Commission 2019: at least two languages in addition to family language(s)
-
- A multilingual school landscape

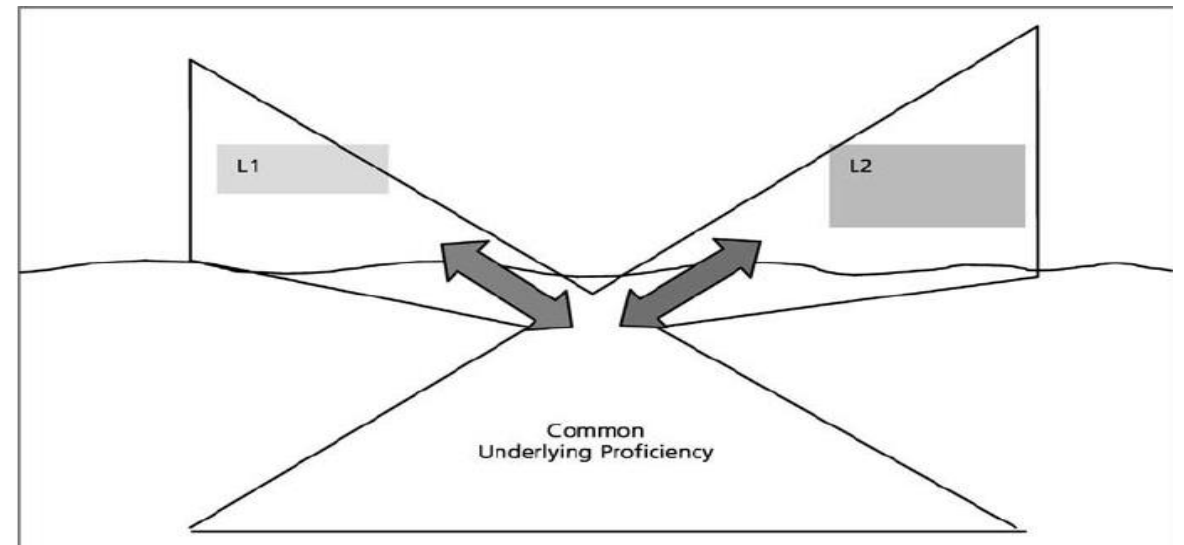
Défis et richesses
des classes
multilingues

Construire des ponts
entre les cultures



Theoretical background

- Gumperz (1971) refers to the language repertoire as "the totality of linguistic forms regularly employed in socially significant interactions" (p. 152)
- Cummins' approach (1976, 1979, 1981, 2000) and the interdependence of languages (Common underlying proficiency).



CEFR definition

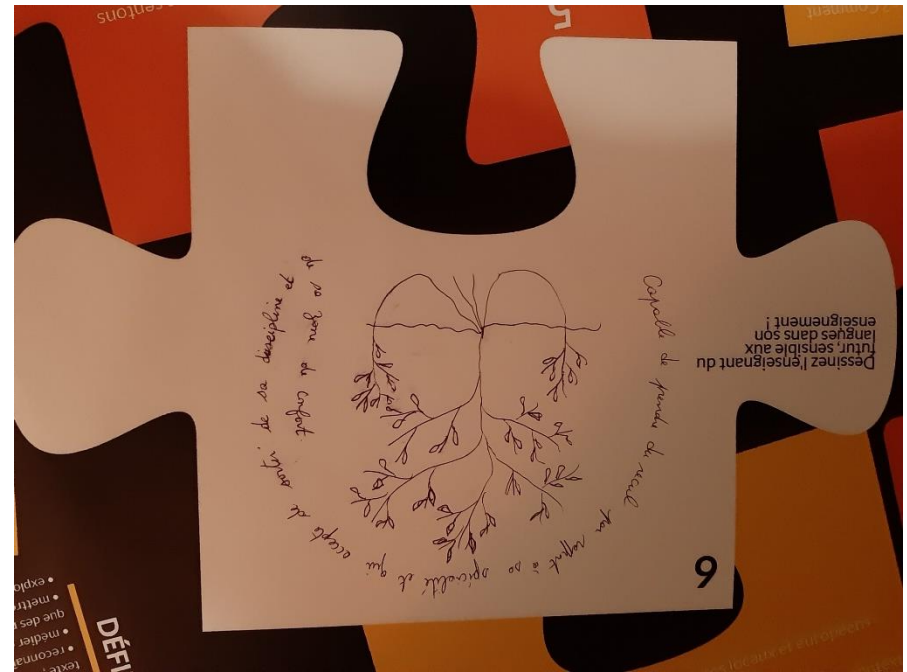
- "The notion of plurilingual and pluricultural competence tends to [...] posit that a single individual does not have a collection of distinct and separate communication skills according to the languages he or she has some command of, but rather a plurilingual and pluricultural competence which encompasses the whole of the language repertoire at his or her disposal". (2001)



Didactic and pedagogical consequences

- The management of this repertoire implies that the varieties that make up the repertoire should not be approached in isolation, but that, although distinct from each other, they should be treated as a single competence [...].

- From linguistic diversity to plurilingual education: *Guide for the development of language education policies in Europe*. 2007. Jean-Claude Beacco, Michael Byram.

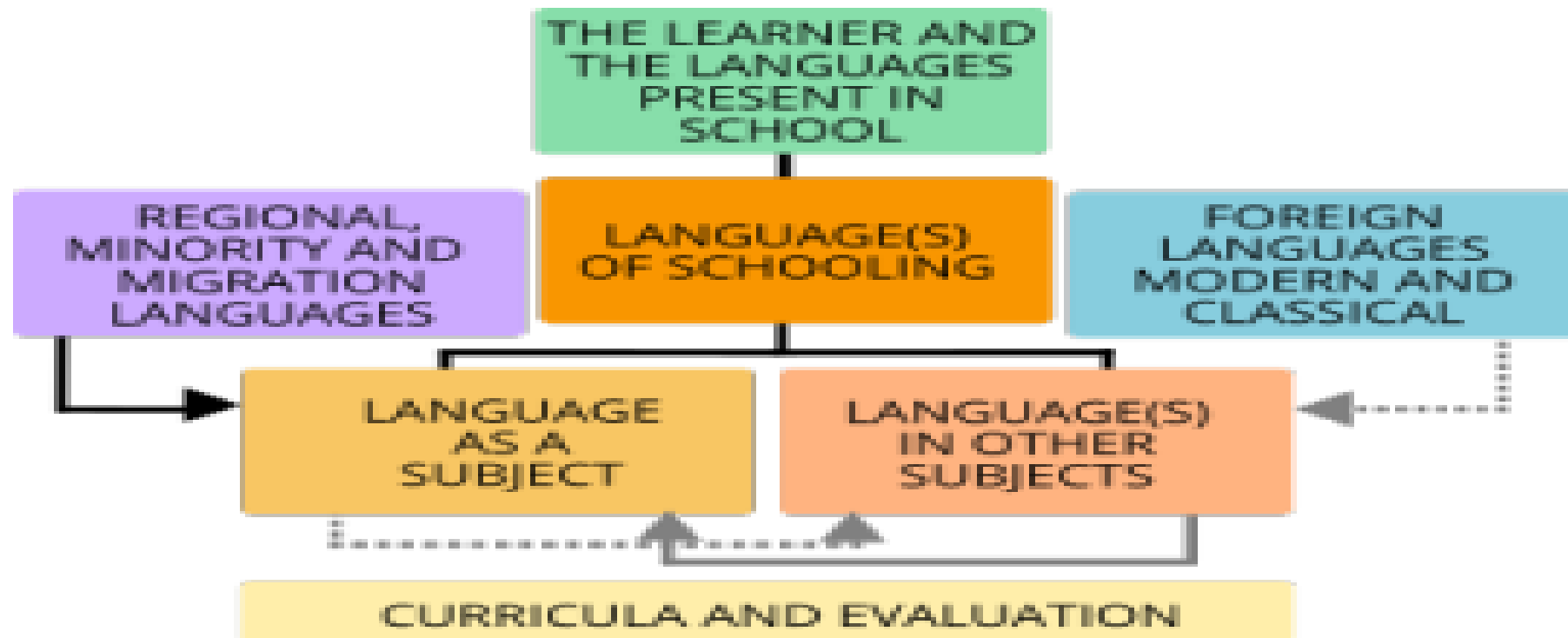


All teachers are concerned (learning Languages or through Languages)

- Discourse genres: narrative, descriptive, explanatory, injunctive, argumentative
- Instructions



<https://www.coe.int/en/web/language-policy/platform>

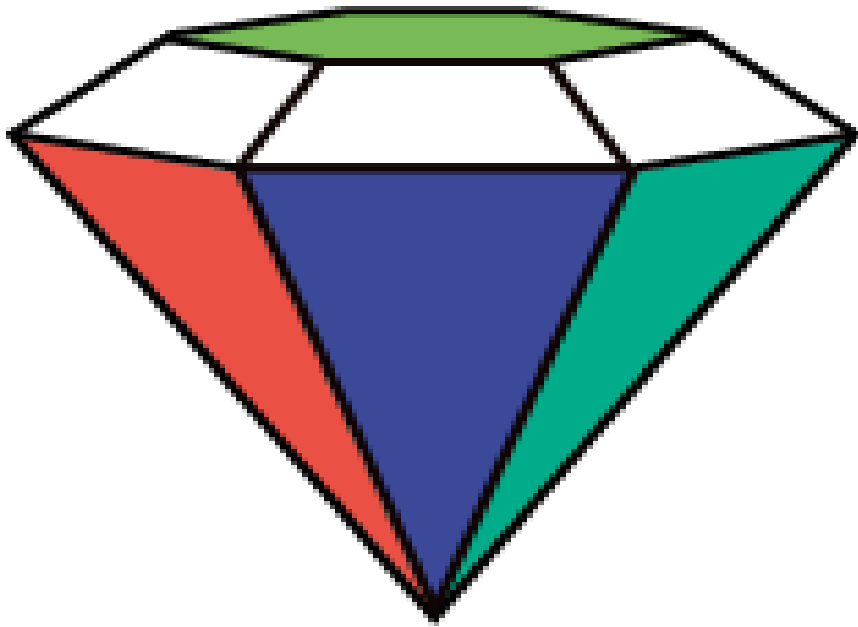


Platform of resources
and references for plurilingual
and intercultural education

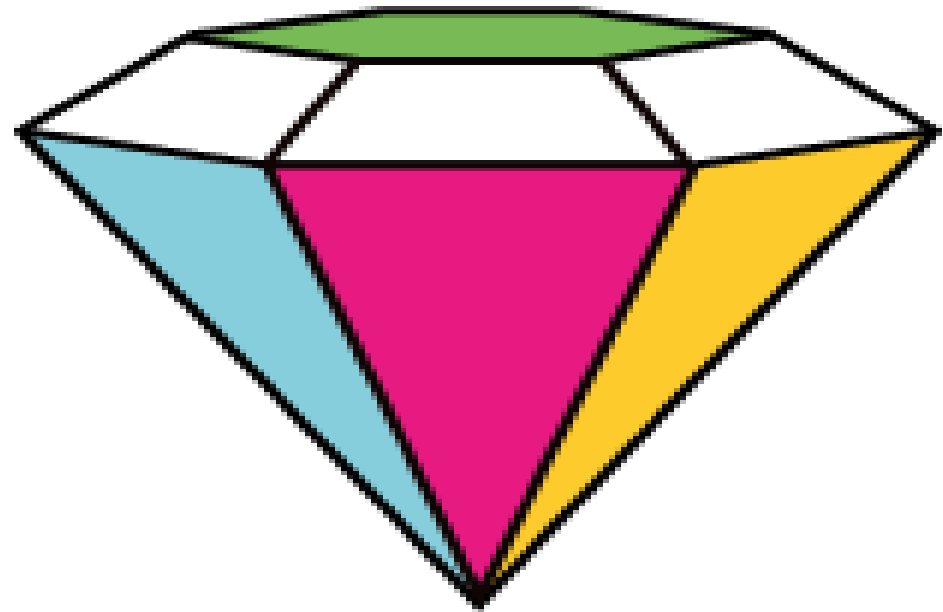
A Language Diamond for using Pluri/Multilingualism as a Resource for Teaching and Learning



A maximalist and holistic model

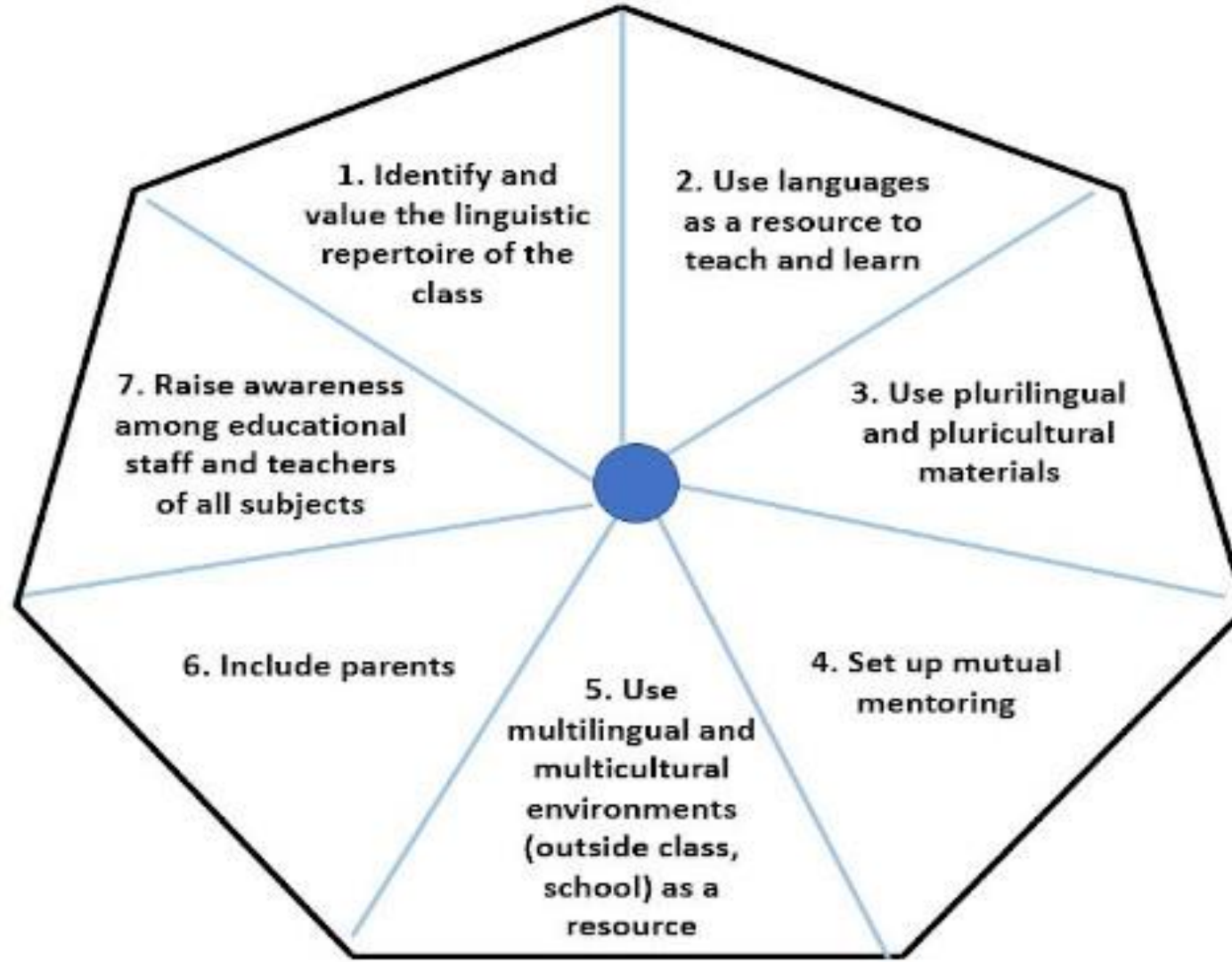


- Building and engaging a community of teachers (including teachers of all subjects)
- The establishment of plurilingual and cultural mentoring
- Using the multilingual and multicultural environment
- Inclusion of parents



- Building and engaging a community of teachers (including teachers of all subjects)
- Identifying students' languages and cultural experiences
- Using all the languages and cultural experiences in the classroom as a resource for teaching and learning
- Using multilingual resources in class (textbooks etc)

<https://www.schooleducationgateway.eu/fr/pub/latest/news/translanguaging-improvedresult.htm>



What Languages and Norms in our classes, schools ?



How can we know ?

Language portraits/ biography



Websites, examples, videos

- <https://maledive.ecml.at/Studymaterials/Individual/Visualisinglanguage/gerpertoires/tabid/3611/language/fr-FR/Default.aspx>



Use Languages as Resources

- Two ways :
- Speak, Read, Write Languages
- ...and Speak about Languages



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The example of Gypsy pupils



AIR

G. Arcimboldo

Teacher : Could you describe the painting, please ?

Pupil : Ah

Teacher : So... ?

T: What is it ? A chestnut ?

T : How do you say chestnut ?

P : una castaña

T : Ok, a chestnut!

Enfants gitans
à l'école et
en famille

D'une analyse
des dynamiques
langagières en famille
aux pratiques de classe

Éditions de la Sorbonne

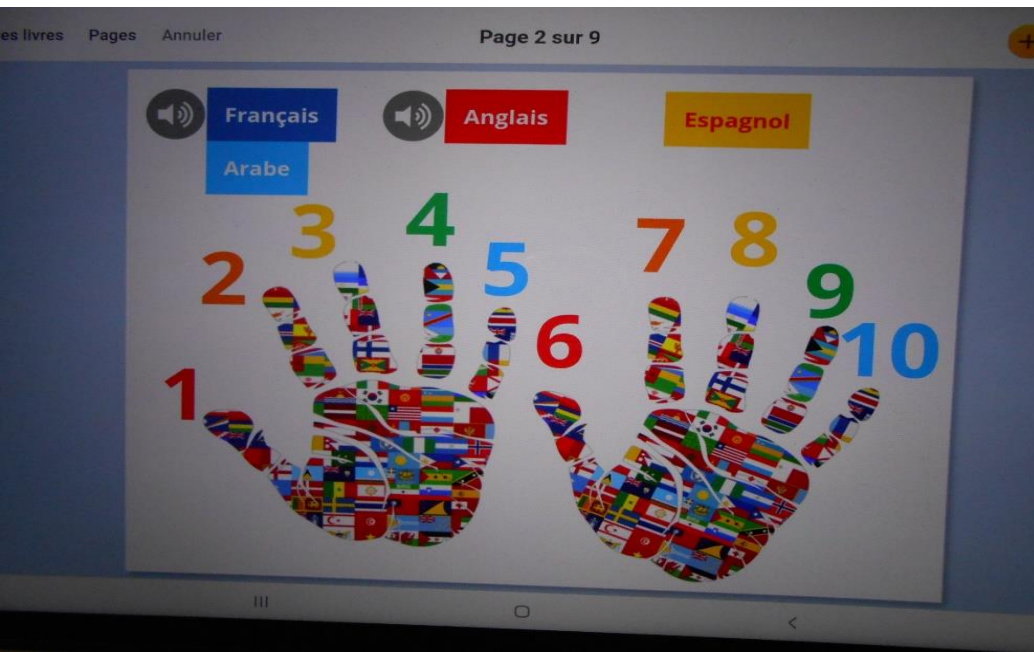




<https://listiac.univ-montp3.fr/video>

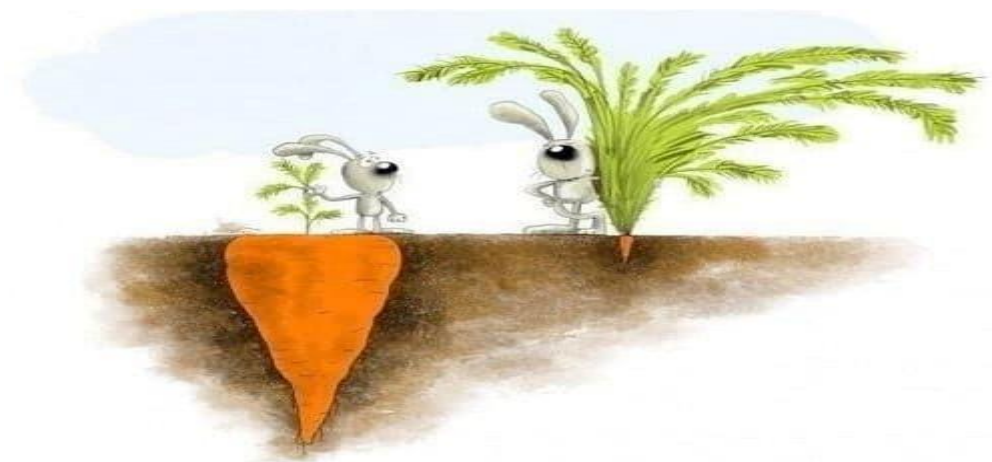
Speak, Reflect on Languages and Norms

- Plurilingualism and plurinormalism



Comparing, an ordinary cognitive activity

- Brain and experiences
- Interlanguage, internormality in any case
- Intercomprehension between related languages (Romance, Germanic)
- Intercomprehension according to language unities (phonemes, lexicon, syntax)



Let's compare our LANGUAGES

Auger <https://www.youtube.com/watch?v= ZlBiAoM> and

<http://marille.ecml.at/Classroomvideos/tabid/2915/language/en-GB/Default.aspx>

(with English subtitles)



Recycling Languages, Norms

Interferences (taking awarness)

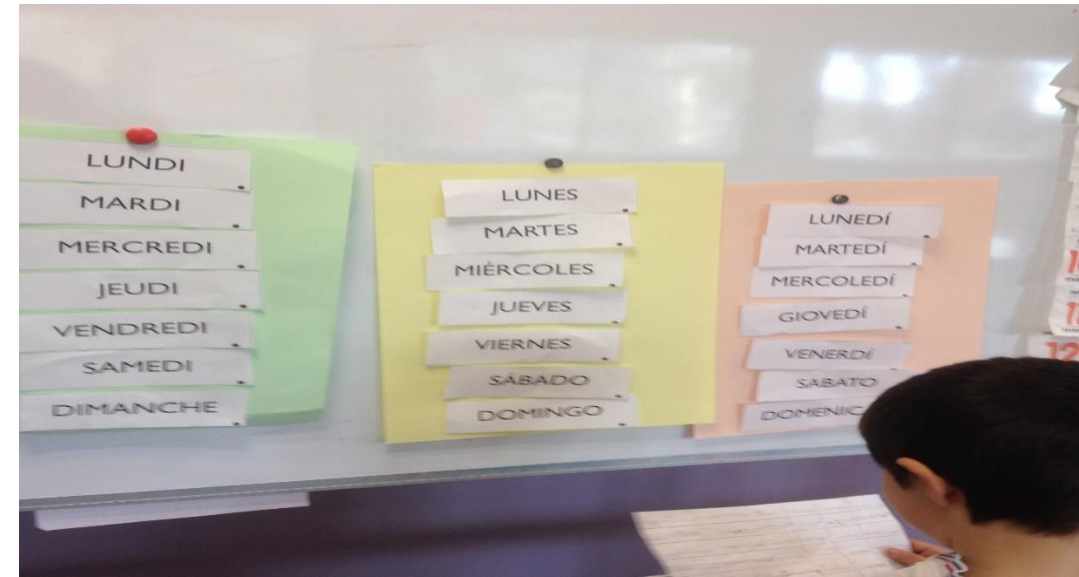
Inferences



Consciousness

Results on students

- More active in the learning process, the activities strengthen their ability to observe, analyse and relate languages
- Does not disadvantage the uneducated pupil (language awareness from the age of 3)
- Work on similarities and differences without metalinguistic vocabulary.



Results on teachers

- Motivation: awareness that pupils have useful knowledge and skills that can be mobilised.
- A new role: helping pupils to organise their knowledge.
- These activities do not turn the teacher/pupils into linguists but simply require more attention to languages.





26 units



Plurilingualism and pluriculturalism
in content-based teaching
A training kit

Mercè Bernaus, Áine Furlong, Sofie Jonckheere and Martine Kervran

- Primary and secondary schools
- languages : Spanish, French, English
- Contents : maths, sciences, history, geography, arts, sports, economy, technology...
- <http://conbat.ecml.at/>

Les languages and landforms (1) : taking awarness

- **Catalan** : Una muntanya és qualsevol elevació natural, acusada i abrupta del terreny.
- **Allemand** : Ein Berg ist eine Erhebung im Gelände und im Gegensatz zu einem Hügel meist höher oder steiler
- **Anglais** : A mountain is a landform that stretches above the surrounding land in a limited area usually in the form of a peak
- **Italien** : Una montagna è un rilievo della superficie terrestre che si estende sopra il terreno circostante in un'area limitata.
- **Espagnol** : Montaña (del latín *montanea, de mons, montis*) es un elevación del terreno superior a 700 metros respecto a su base
- **Occitan** : Una montanha es una estructura topografica en relèu positiu.
- Find the common elements with the word "mountain" in each definition by colouring the similar parts in blue and the different parts in red.
- Hypothesise what indicates gender in different languages. For example a letter at the end of the word, or a word in front of the noun...
- What can you say about the gender of these words according to the languages? (similar to French, different from French (masculine, neutral))
- What can you conclude about the gender of words in different languages?

Le projet Binogi



- Plurilingual pedagogies and digital technologies to support the learning of science, technology and mathematics", 2020 - 2022
- French-Canadian project, 4 universities
- Purpose: to study how students use the multilingual content of a digital tool to access science and mathematics content
- Characteristics of the resources
- Instructions for testing knowledge in different subjects
- <https://app.binogipilot.ca>

Maths and sciences videos for secondary schools

https://app.binogipilot.ca/l/l-heredite-et-les-genes

Binogi

Les disciplines ▾ Rechercher des cours 🔍

Allez à la section des enseignants 🏠 ⚙️

- Mathématiques >
- Sciences >

- Introduction aux sciences**
 - > Les bases
 - > La recherche et les méthodes de travail
 - > Activités et expériences: l'environnement
 - > Expériences: la physique
 - > Activités: la physique
 - > Expériences: la chimie
- L'écologie**
 - > L'écologie : aperçu
 - > Les interactions entre organismes
 - > Les communautés et la biodiversité
 - > L'écosystème: exemples
 - > Les cycles de la nature
- La physique**
 - > L'atome
 - > Les propriétés de la matière II
- La chimie**
 - > Les phases de la matière
 - > Les liaisons et les forces intermoléculaires
 - > Les éléments et les composés importants
 - > Le tableau périodique
 - > Les acides et les bases
 - > Les métaux
 - > Les composés et mélanges
 - > Les réactions chimiques
- La biologie des êtres vivants**
 - > La théorie cellulaire
 - > Le royaume végétal
 - > Les processus fondamentaux dans le monde vivant
 - > La taxonomie
 - > Les processus vitaux
 - > Le corps humain I
 - > Les maladies et anomalies
- La science de la Terre et de l'espace**
 - > La géologie
 - > L'atmosphère et le climat
 - > L'impact de l'homme et la pollution I
 - > Le changement climatique
 - > L'hydrologie
 - > L'astronomie I
 - > L'astronomie II
- Les sciences appliquées**
 - > La santé et le mode de vie
 - > Les services publics et civiques
 - > L'industrie
 - > Les matériaux
 - > L'énergie et les combustibles
 - > La consommation énergétique
 - > Les générateurs et les cellules
 - > La vie sociale

Les caractères dominants >

0:05 / 3:48 1x

Changer de langue ↗

Characteristics of the resources

- **Different languages**
- **Sub-titles (optional)**
- **Stop, replay, back, chose your speed mode**

L'hérédité et les gènes Créer une affectation

Avez-vous aimé la vidéo? 👍 👎 [laissez un commentaire](#)

Quiz 1 > Quiz 2 🔒 > Quiz 3 🔒

Transcription

Est-ce Léon? Mon Dieu, comme tu as grandi! Ton père tout craché! Regarde, le même menton que ton père! Bonjour!

Enchantée de te voir! Oui, ton menton ressemble beaucoup à celui de ton père, n'est-ce pas? Et à celui de ta grand-mère aussi, peut-être? La plupart des gens ressemblent à leurs parents. Et la même chose vaut pour toutes les réalisations vivantes.

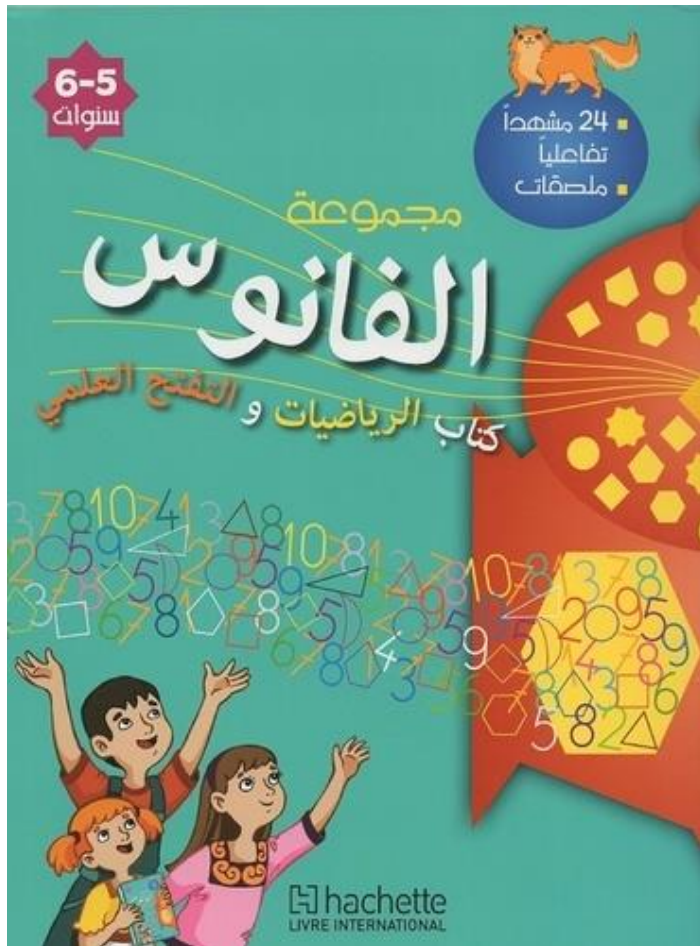
- **EXERCICES and INSTRUCTIONS in 10 languages**
- **Video Transcripts**

Heredity and genes

When and How do we use all Languages and Norms in our class to reach your contents (Languages, Domains)?



Use Multilingual Material



- Building and engaging a community of teachers (including teachers of all subjects)
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<https://view.genial.ly/5f205c3d2bae010cf0576b5e/interactive-content-sacs-a-histoires-plurilingues>

Do we ask pupils to bring home Languages material to classe, do we borrow, buy material for our classes, school libraries ?

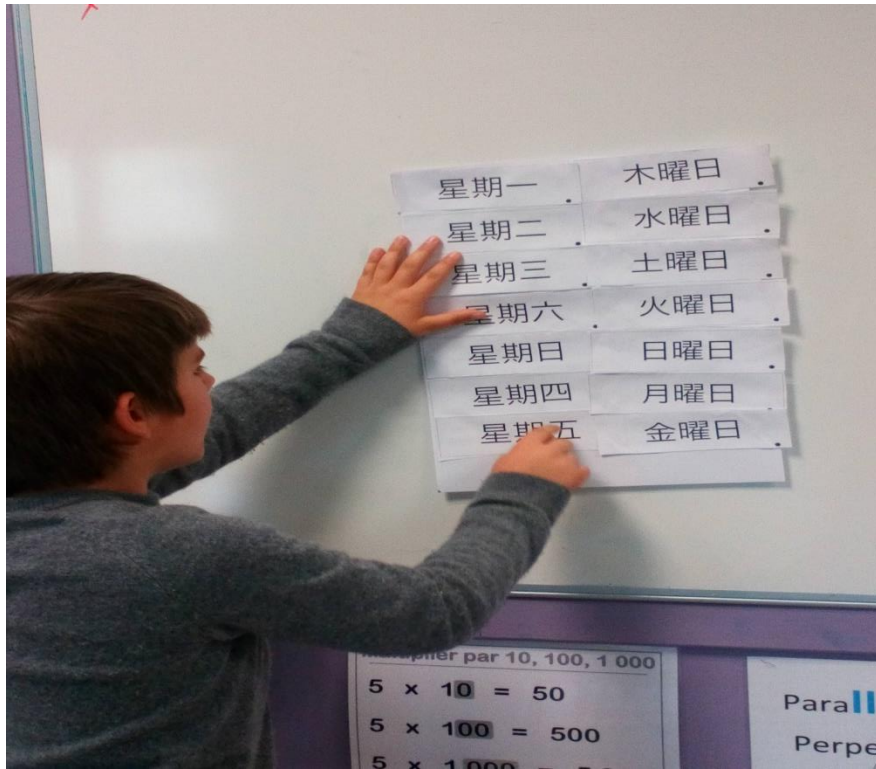


Set up reciprocal mentoring



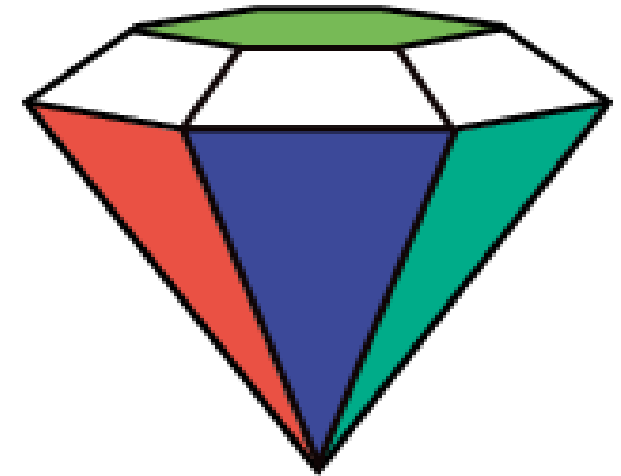
-  Building and engaging a community of teachers (including teachers of all subjects)
-  The establishment of plurilingual and cultural mentoring
-  Using the multilingual and multicultural environment
-  Inclusion of parents

How do we identify the strengths and competences of our students ?



Use our contexts outside our schools in a multilingual and multicultural way

- <https://listiac.univ-montp3.fr/video>



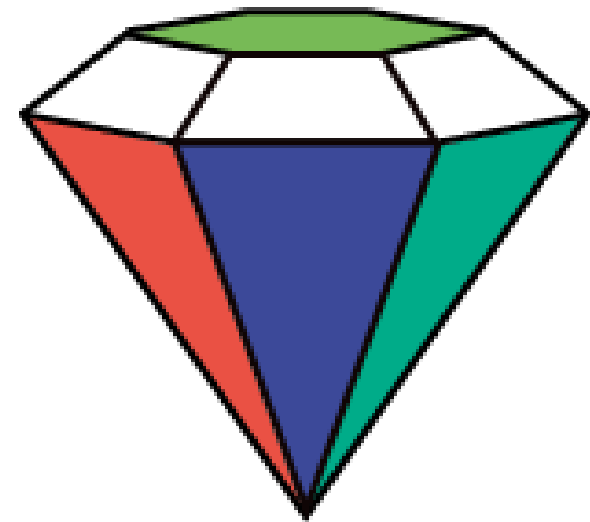
- Building and engaging a community of teachers (including teachers of all subjects)
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What interesting environments next to our schools ?



Including parents

- <https://nuvision.ncl.ac.uk/Play/17830>



- Building and engaging a community of teachers
(including teachers of all subjects)
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and cultural mentoring
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environment
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Facet: Working as a team



- Building and engaging a community of teachers
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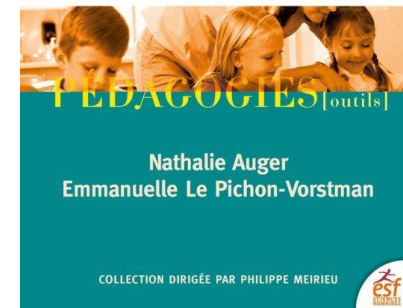
<https://listiac.univ-montp3.fr/livrets-pour-lenseignant>

The Pupils as the starting Point

- Linking **formal education, informal, non formal education**
- Intercultural, plurilingual, artistic pathways for the **pupils**
- **Learning territories (human size)**
- Traing for all actors (teachers, benevolents, students, NOGs employes

Défis et richesses des classes multilingues

Construire des ponts
entre les cultures



- <https://www.sirius-migrationeducation.org/>, <https://siriusfrance.jimdofree.com/>

The Language Diamond Approach



- From hetero-homoglossic-translanguaging approach
- ...To a maximalist and holistic vision
- A pan-language approach
- From the ancient Greek πάν, pân, neuter from πᾶς, pês ('all').
- All beneficiaries:
- The school as a place of social cohesion and the valorisation of multiple experiences for the benefit of all
- Supporting students to live in multilingual and multicultural societies



dank je gràçie спасибо koo khun krap nanni vinaka matondo
ありがとう 謝謝 tack sukriya trugarez açiò najs tuke kışzontim
mauruuru didi madloba mési bar'ka diaich faafetai lava obrigado
tanemirt paides nandri welalin mercé dзякуй blagodiarim
obrigada danku thank you gratis ego
misaoitra hvala asante mamoun xiexie bayarlalaa chnorakakoutioun
mahalo dankon mersi rahmet oac suhapretai dakujem dhanyavad
arigatô akun cam on ban go raibh maith agat tau
gracias tapadh leat mochchakeram dankie ngiyabonga
ارکش kiltos djere dieuf takk grazie terima kasih enkosi murakoze manana
sobod gracies הדות shukriya enkosi grazzi rahmat sagolun
teşekkür ederim शुक्रिया

Auger, N., 2020, « Translanguaging » ou comment prendre en compte TOUTES les langues des élèves pour une meilleure réussite scolaire de tous !
<https://www.schooleducationgateway.eu/fr/pub/latest/news/translanguaging-improvedresult.htm>

Auger, N., (2022), « De « Comparons nos langues » (2003) à « Suivez le guide ! » (2021) Parcours de recherche en langues sur près de 20 ans, à l'école et en famille », in E. Oger, A. Maravelaki & C. Hayez, Langues de l'école et langues des familles. De la langue de scolarisation au plurilinguisme sociétal, Langage et l'Homme.

Auger N., Little D., (in press), « What do I need to do as a teacher to support children from migrant backgrounds in mastering the academic language required for school success and developing their plurilingual and pluricultural repertoires?», in M. Byram, M. Fleming, J. Sheils, Quality and Equity in Education : Council of Europe policy and implications for teaching for plurilingual, intercultural and democratic citizenship, Multilingual Matters.

Beacco , J- C ., Fleming , M ., Goullier , F ., Th ü rmann , E ., & Vollmer , H . (2016). *A Handbook for curriculum development and teacher training. The language dimension in all subjects* . Council of Europe Publishing . www.coe.int/en/wb/language-policy/a-handbook-for-curriculum-development-and-teacher-training-the-languagedimension-in-all-subjects

Cenoz J., Genesee F., 1998, *Beyond Bilingualism: Multilingualism and Multilingual Education*, Multilingual matters.

Cummins , J . (1977). Psycholinguistic evidence . In *Bilingual education: Current perspectives* . Vol. 4. *Education* (pp.78 – 89). Arlington, Va. : Center for Applied Linguistics .

Cummins , J . (2006). Multiliteracies pedagogy and the role of identity texts . In K . Leithwood , P . McAdie , N . Bascia , & A . Rodrigue (eds), *Teaching for deep understanding: What every educator should know* (pp. 85 – 93). Thousand Oaks, CA : Corwin Press .

Autres références

Vidéo Comparons nos langues sous titrés en anglais, Conseil de l'Europe, centre européen des langues vivantes (2011)

<http://marille.ecml.at/Classroomvideos/tabid/2915/language/en-GB/Default.aspx>

Plurilingualism and pluriculturalism in content-based teaching. A training kit, M. Bernaus and ali. (dir.) European centre for Modern Languages <http://combat.ecml.at/TrainingKit/D...>

Université Ouverte des Humanités (UOH) « langage, langues et enseignement» [http://uoh.univ-montp3.fr/sociolinguistique/co/Langage langues et enseignement web.html](http://uoh.univ-montp3.fr/sociolinguistique/co/Langage_langues_et_enseignement_web.html)

Site Maledive (Majority language and diversity) : (CELV/ Conseil de l'Europe)

<http://maledive.ecml.at/Home/tabid/3112/language/en-GB/Default.aspx> (2011-2014)