Session 1:
Valuing plurilingual identities and attitudes towards diversity – Challenging assumptions

Session 1 - Objectives

- Supporting teachers and teacher trainers to:

    - Be aware of their own plurilingual identity
    - Become aware of their own attitudes towards languages and linguistic and cultural diversity
    - Develop positive attitudes towards linguistic and cultural diversity
    - Consider myths and facts to challenge assumptions

Developing teacher competences for pluralistic approaches
Tools for teacher education

What competences do teachers need to implement pluralistic approaches in the classroom, and how can they be helped to develop them?

Overview   Key concepts   Competences   Teaching materials

This page will be available in English in 2024. Please refer to the pages in French.

https://www.ecml.at/ECML-Programme/Programme2020-2023/Pluralisticteachercompetences/tabid/4300/language/en-GB/Default.aspx

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Getting to know yourselves and each other: Plurilingual Repertoires

Please create a small poster with the title "My Languages and Me":

- Think of languages and dialects that you know or any languages that are important for you for some specific reason

- Visualise your repertoire imagining that the different languages/dialects were located in different parts of your body or in a landscape. Where would you place them and why? What colours would you chose and why?

- Please add short explanations.
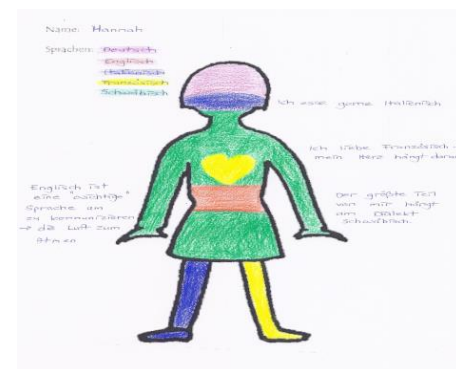
Alternatively…
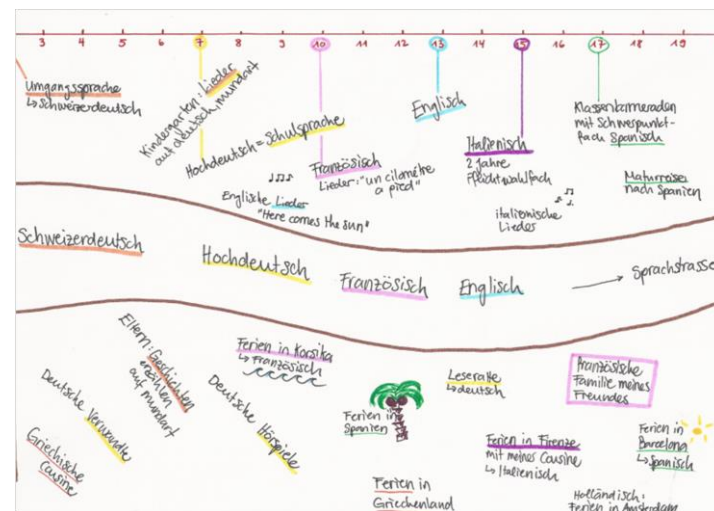
Draw a pathway through an imaginary landscape beginning with your birth up to now which leads through the important stages of your life. Draw decisive moments (e.g. when your family moved house or settled in a different country, when you went to school, your best friends and when/where you met them…) and add the languages that you learnt or used in the course of this trajectory.
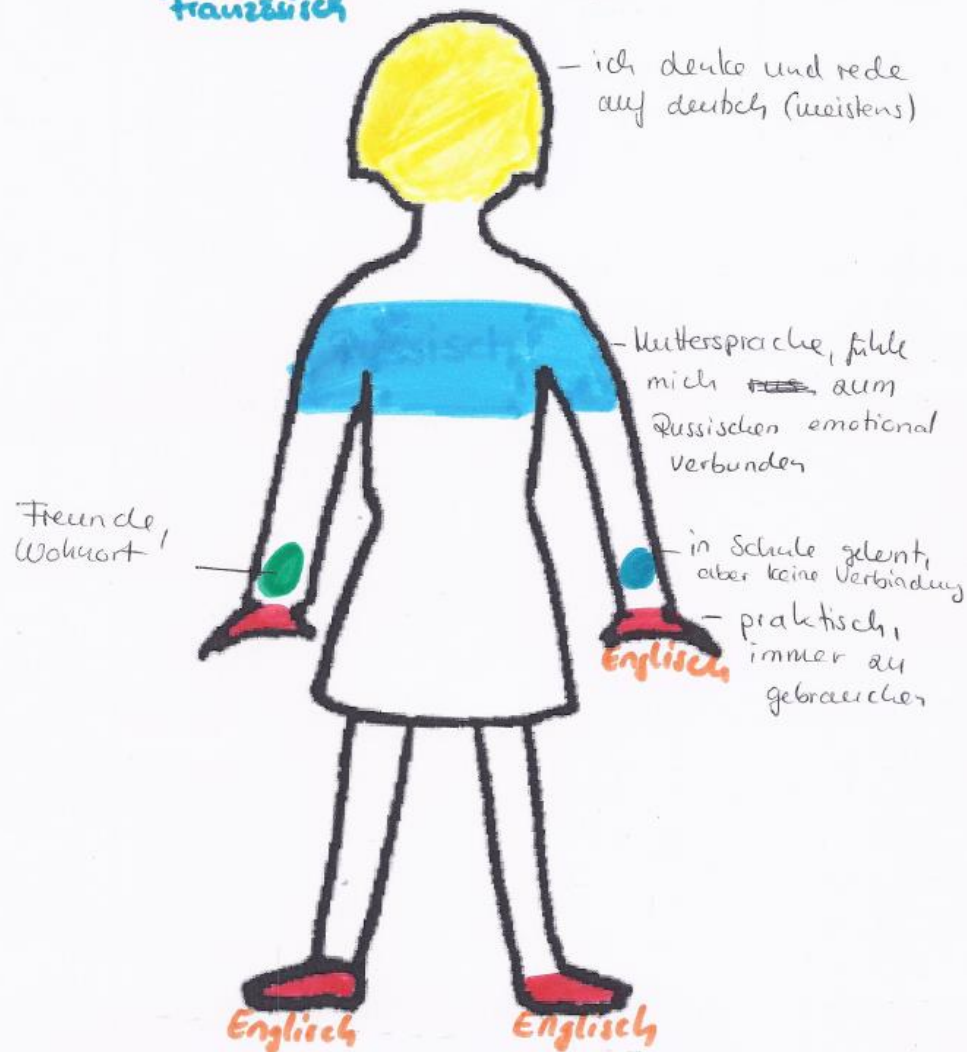
Sharing together
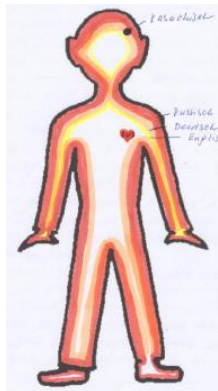
- Explain to a partner what you have illustrated and answer your partner's questions on the details. Then your partner explains what (s)he has drawn, and you can ask questions.

- What did you learn/discover when drawing your language repertoire or profile?

- 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 Hesler

Sprachen: Russisch Deutsch Englisch Türkisch Französisch

— ich denke und rede auf deutsch (meistens)

— Muttersprache, fühle mich ~~fest~~ zum Russischen emotional verbunden

Freunde, Wohnort!

— in Schule gelernt, aber keine Verbindung

— praktisch, immer zu gebrauchen

Englisch

Englisch   Englisch

Initiativ...
E...

Name: Hannah

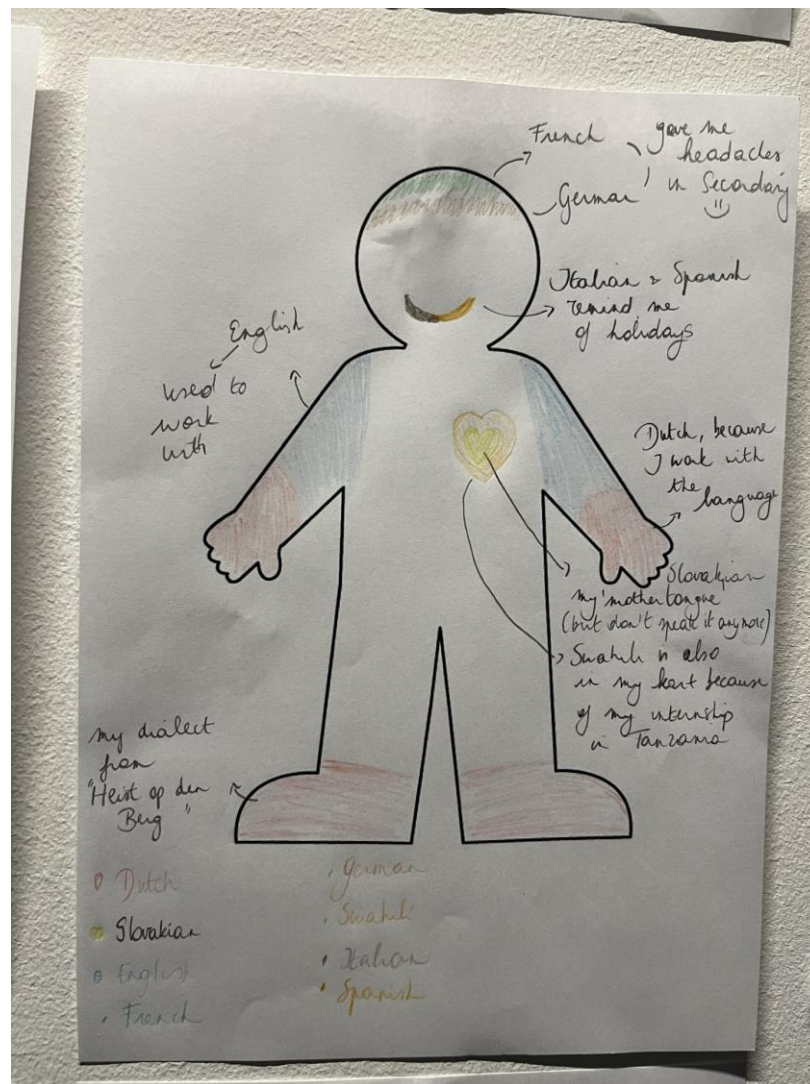Sprachen: Deutsch
Englisch
Italienisch
Französisch
Schwäbisch

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
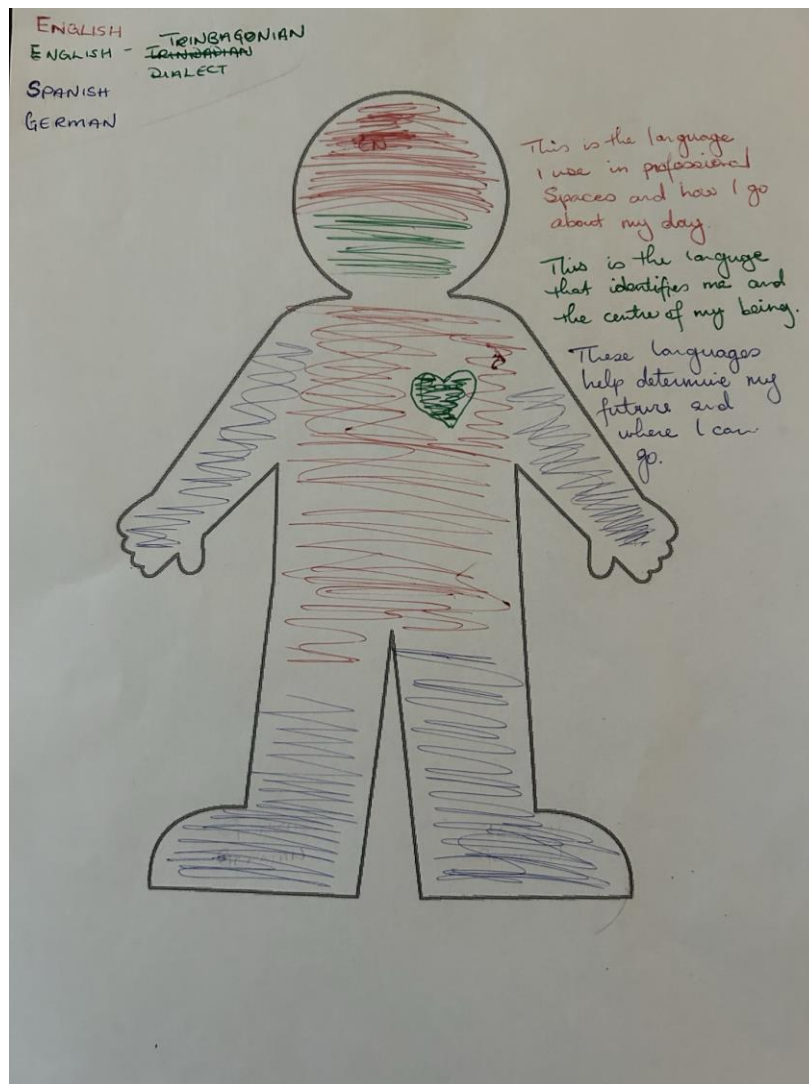von mir hängt
am Dialekt
Schwäbisch.

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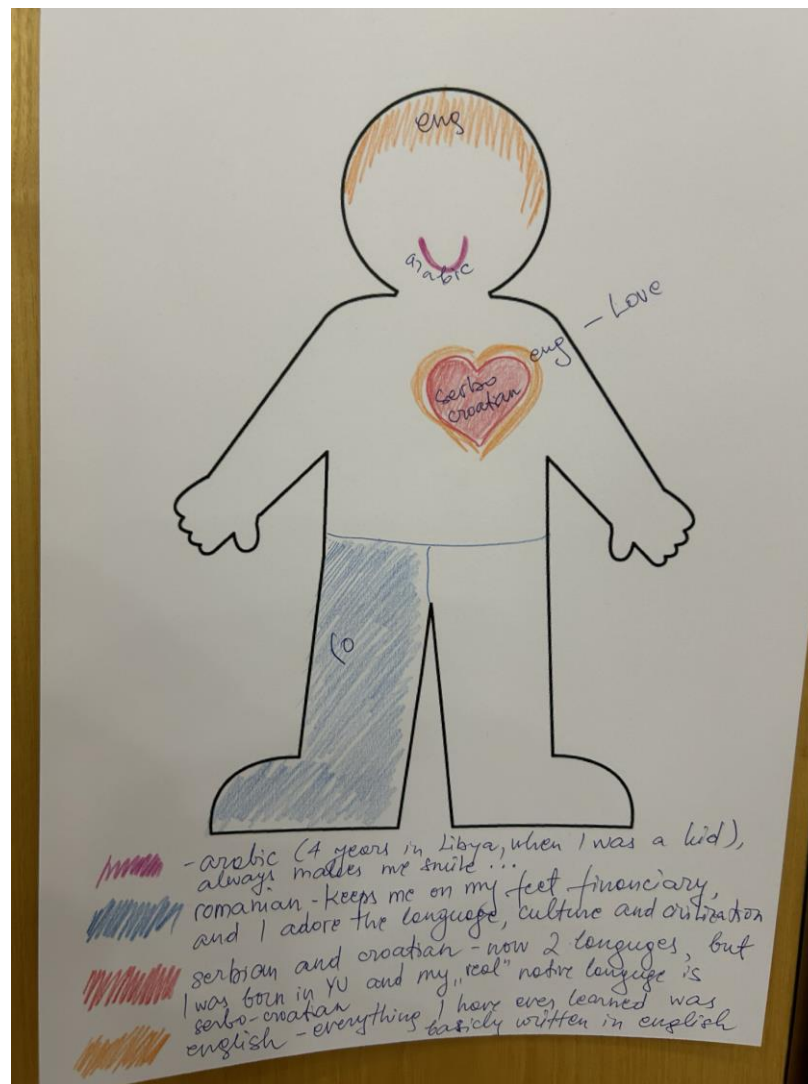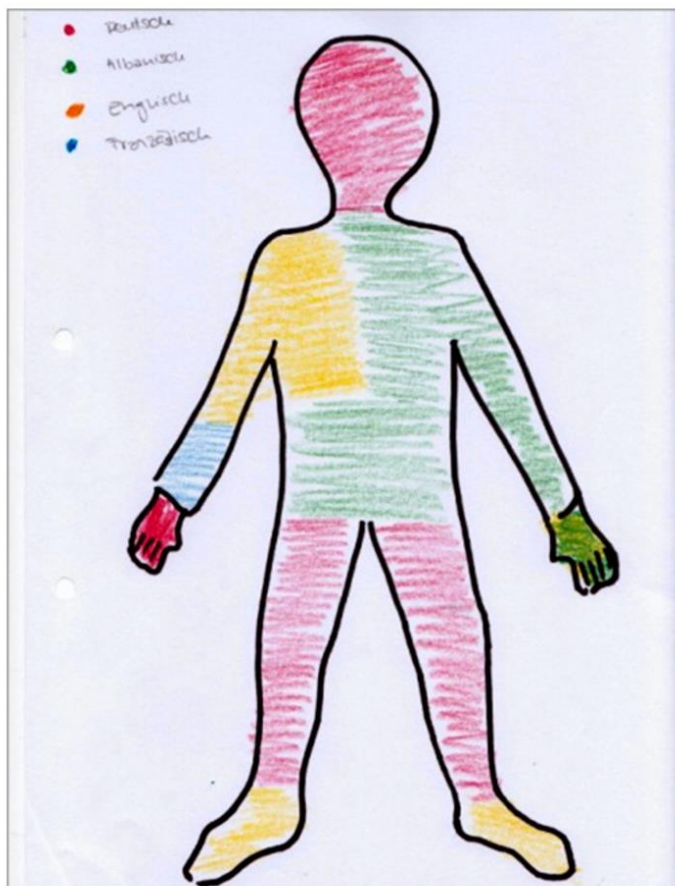
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Deutsch
Albanisch
Englisch
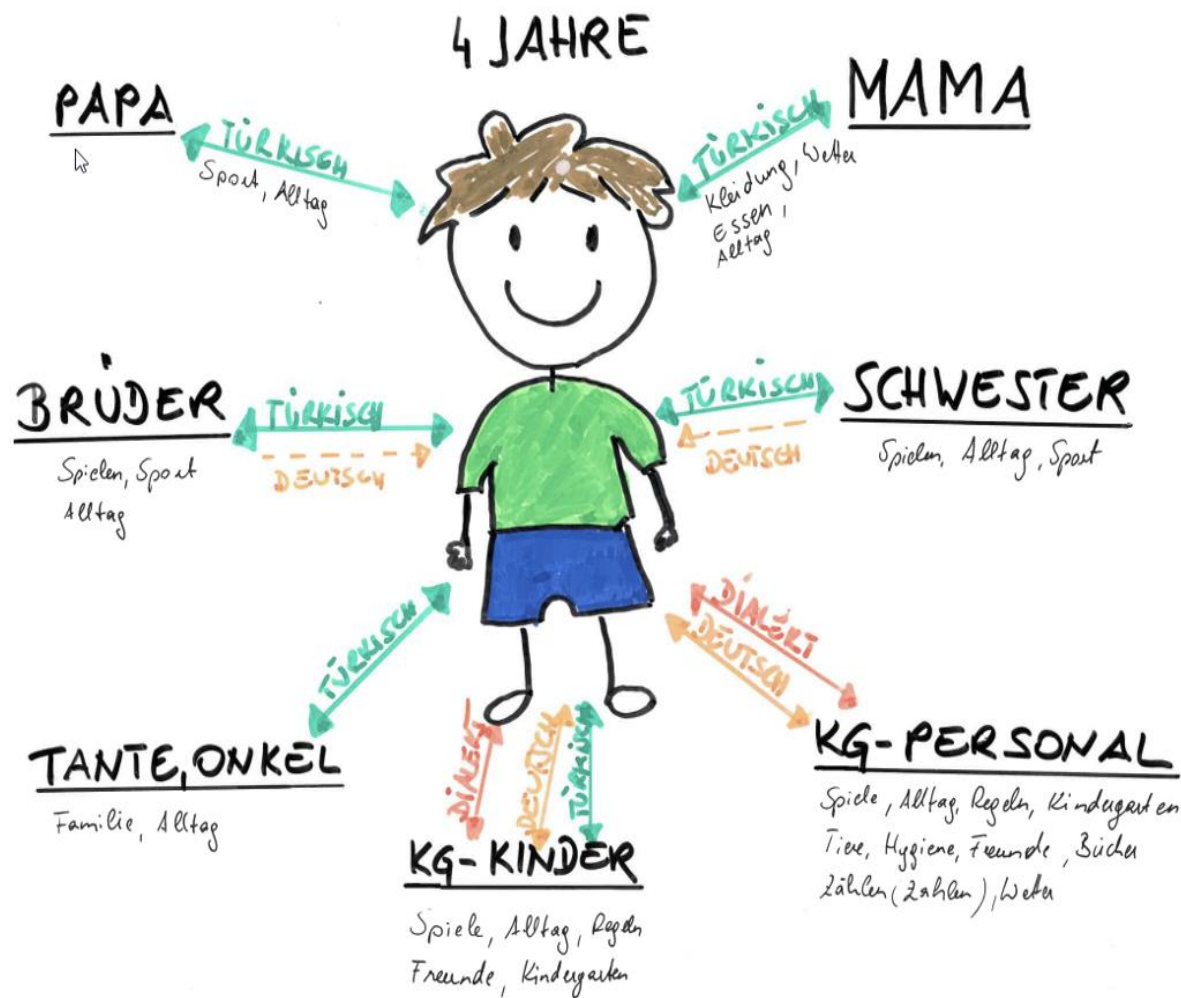Französisch

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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Source: Brigitte Olschnögger, Kindergarten Dorf Nenzing/Vorarlberg/Austria

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.

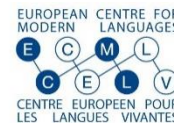In the lake there is still place for more "language islands".
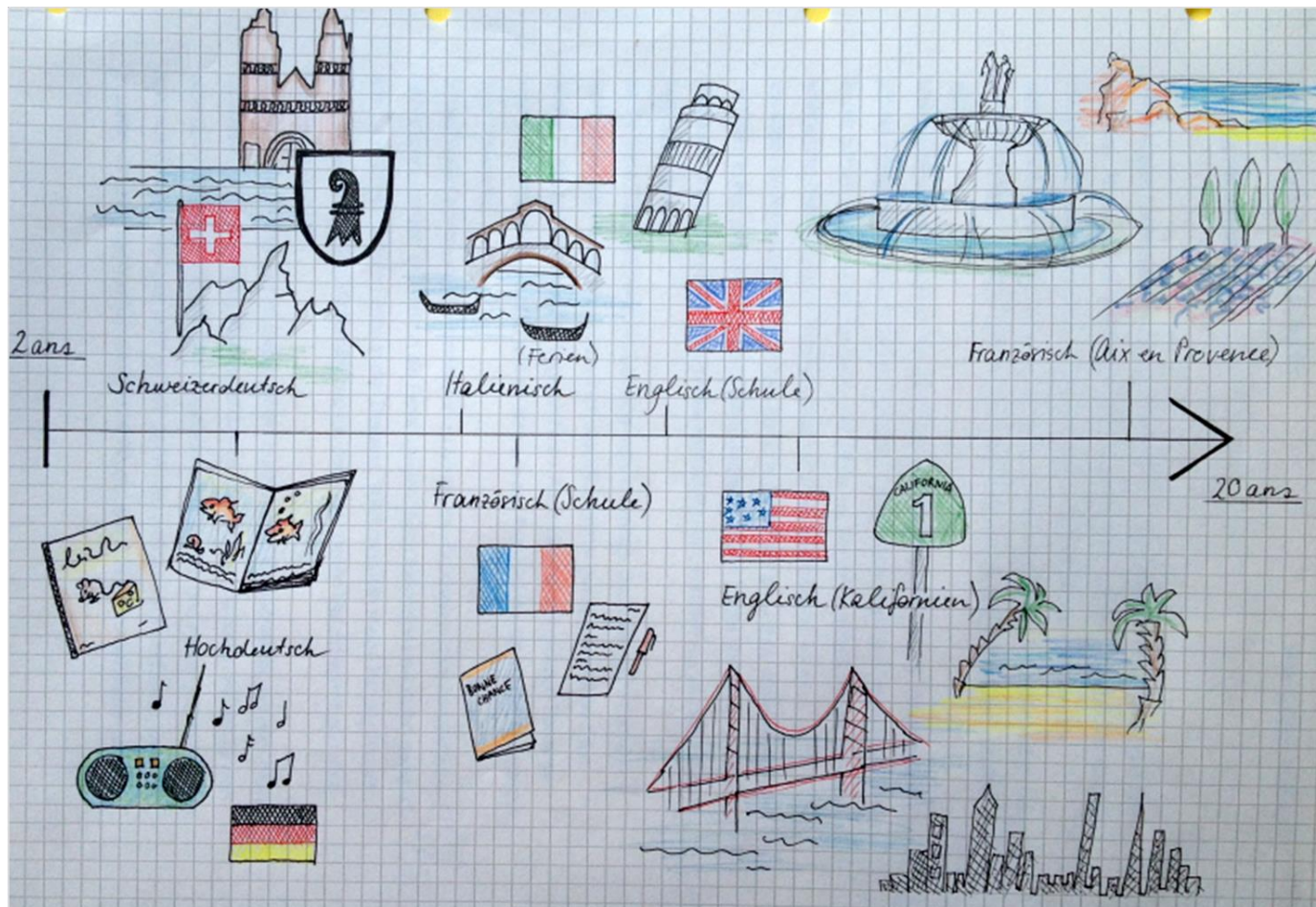
Visualising repertoires

Visualising repertoires

maledive.ecml.at

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Teaching the language of schooling in the context of diversity
Study materials for teacher development

On this website you will find ideas and information about plurilingual approaches. They have been designed to help teachers of the language of schooling (e.g. French in France, Polish in Poland) to integrate learners with other first languages into their classes, to get them to recognise the links between their own or their parents' cultural background and that of the school language - and at the same time to enrich the cultural and linguistic experience of all learners. These approaches are intended to complement and enhance the central priorities of the teaching and learning of the school language as a subject - expressing themselves correctly and fluently, experiencing and understanding literature, and developing academic discourse.

PALINGUI
Language learning pathways of young children

Making early language learning visible

- Language learning pathways are becoming more and more diverse as a result of linguistic and cultural diversity.

- PALINGUI is looking at these diverse linguistic journeys of young learners in educational contexts and how to make these visible through a range of methods and tools.

- These will make it possible to identify, understand and document language learning of children age 3 to 12 and thereby create learning opportunities allowing them to progress along their language learning pathways.

https://www.ecml.at/ECML-Programme/Programme2020-2023/Languagelearningpathwaysofyoungchildren/tabid/4304/language/en-GB/Default.aspx

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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)*

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Awareness of and reflection on the plurilingual and multicultural profiles of learners

Document for teacher educators

Sequence developed by Doris Abitzsch, Elisabeth Allgäuer-Hackl and Alema Fazlic, members of the project network.

Introduction

This sequence is designed for student teachers and practising teachers of all subjects, with some specific instructions as add-ons for (future) language teachers.
One basic principle in all educational contexts (including teacher education) is that previous knowledge and new knowledge should be linked at all levels (teacher educators, teachers, learners). Therefore, existing knowledge and experience that student teachers and learners bring with them to the class should be made explicit.

This sequence should enable **teacher educators** to integrate this knowledge and experience into their teacher education.

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Steps	Aims	Tasks [1]	Remarks
IV. Language profiles +/- 30 min.	• Facilitate ST's capacity to describe, analyse and reflect on their own situation in relation to plurilingualism and pluriculturalism • Facilitate the development of an open attitude towards the plurilingual and -cultural background of others	Task 4. STs work on one of the tasks of their choice. *Option 1: reflection on the significant people in their lives, the languages spoken with them, and their impact on their personal and academic development.* *Option 2: reflection on their life path, the languages used in it and their impact on their academic/professional development.*	Examples are provided in the appendix
V. Exchange on profiles +/- 10 min.	• Facilitate the development of STs' competence in analysing situations of multiple language use, multilingualism, and the status, use and emotional value of languages in their contexts	Task 5 : STs work in groups and reflect on their conclusions on the previous task.	The task description includes questions that can guide STs' reflection.
VI. Transfer to the (future) classroom +/- 30 min.	• Stimulate STs' reflection on their knowledge about the status and functions of languages in the lives of their Ls • Encourage student teachers' reflection on ways to use their Ls' plurilingualism and pluriculturalism in their own lessons	Task 6: STs work in groups • STs present their conclusions to the whole group • STs discuss dilemmas	As an alternative, the TE can create new groups that are different from the groups for task 5.

Awareness of and reflection on the plurilingual and multicultural profiles of learners

Handout

Sequence developed by Doris Abitzsch, Elisabeth Allgäuer-Hackl and Alema Fazlic

Introduction

This sequence is designed for student teachers and practising teachers of all subjects, with some specific instructions as add-ons for (future) language teachers.
One basic principle in all educational contexts (including teacher education) is that previous knowledge and new knowledge should be linked at all levels (trainers, teachers, students). Therefore, existing knowledge and experience that student teachers and pupils bring with them to the class should be made explicit in this sequence.

Languages in your environment

In small groups, discuss the following questions:

- What languages can be found in your environment outside school?

- What languages are visible or audible in your school and inside your classroom? What views do your colleagues hold about this?

  – Whatever your response – what does this reveal about your school and its values?

Fact or myth?

- Do the ILLEY* Quiz:

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

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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.

ILLEY

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.

Early language learning

Languages of schooling

Plurilingual and intercultural education

The resources are for teachers and teacher educators in the pre-primary and primary sectors.

www.ecml.at/inspiringearlylearning

EN   FR

Theory, research and practice in teacher education

- Do teachers in your context learn about research into plurilingualism and second language acquisition?

- If so, share examples of what is taught and how?

- If not, discuss the reasons for this and how it might be more integrated?

- How do teachers feel about theory and research?

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SUPPORTING

MULTILINGUAL
CLASSROOMS

REFLECTING ON MYTHS ABOUT PLURILINGUALISM

What do you think about this statement which summarizes the results of research on challenges in teacher training?

"... second language learning is an issue recently considered by the scientific community and has gained importance and visibility in the political and public discourses in the course of the last two years. However, this discussion is still dominated by ignorance and conflicting unfounded "myths" and is not comprehensive but rather dependent on individual initiatives or projects which find no connection to the outside community."

(Report on Teacher education Needs Analysis - NRW (p. 26) within the project European Core Curriculum for Mainstreamed Second Language Teacher Education)

From

[Maledive](#)

There are a lot of myths about bilingualism and language learning. What do you think about the following statements? Are they right or wrong?

1. Bilingualism delays language acquisition in children.
2. Bilingual people have double or split personalities.
3. Bilingual people are also bicultural.
4. Mixing languages is a sign of laziness in bilingual people.
5. If parents want their children to grow up bilingual, they should use the one-person, one-language approach.
6. Bilingual people are born translators.

Choose two of the statements and give some reasons why they are wrong or right.

Compare your perspective with the **statements of Grosjean or Tracy**.

Benefits for the plurilingual individual?

- **linguistic benefits,**
- **enhanced cognitive skills,**
- **health benefits,**
- **social benefits,**
- **employment opportunities,**
- **intercultural awareness,**

Benefits for the plurilingual individual?

- **linguistic benefits**, e.g. accessing information and communicating in a range of languages; enhanced competence and sensitivity in using their linguistic repertoire;

- **enhanced cognitive skills**, e.g. cognitive flexibility, concept formation, openness to diverse ways of expressing ideas, increased attentional control and working memory;

- **health benefits**, e.g. delaying age-related dementia;

- **social benefits**, family, friends etc;

- **employment opportunities**

- **intercultural awareness**, including critical awareness of their own cultural assumptions and acceptance of different perspectives. (See Lamb 2015 for references)

The power of languages

1. Language(s) enable(s) children to get access to education and in turn education gives access to language(s).

1. But language(s) can also reinforce social hierarchies and enable discrimination against minorities, e.g. when the political power privileges the dominant national language or those of specific ethnic groups.

Human rights to education are violated when the child has no right to maintain his or her mother tongue and to develop it further in school.

Raising awareness for languages

- stimulates the **reflection on attitudes** in social and multicultural contexts (e.g., from problem to resource),
- increases the development of adequate **pedagogical strategies for more social cohesion.**

The close interweaving between languages and cultures should be emphasized in intercultural education.

Plurilingual and intercultural learning through mobility
Practical resources for teachers and teacher trainers

PluriMobil is a teaching tool that offers activities and materials to support the plurilingual and intercultural learning of students for the phases before and after a mobility activity. This tool can be adapted to multiple mobility projects across all educational levels.

PluriMobil offers a set of practical training tools to plan your mobility project

For detailed information, please click on the icon of the school level you are interested in.

PRIMARY SCHOOL | LOWER SECONDARY SCHOOL | UPPER SECONDARY EDUCATION | VOCATIONAL SECONDARY SCHOOL | TEACHER EDUCATION

AIM

The aim of PluriMobil is to develop students' ability to discover other languages, cultures and people, and new areas of knowledge. We hope that their mobility activities will also be part of their personal development as individuals. To this end, PluriMobil's pedagogical tools aim to improve students' communicative and plurilingual skills, enhance their intercultural competence and expand their language awareness and language learning strategies.

LESSON PLANS

SURVEY   What do you think about these resources?

- Introduction (EN)
- Conference presentation (FR)

Plurilingual and intercultural lea...

ECML conference: Plurilingual a...

plurimobil.ecml.at

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