Young Migrants
Supporting Multilingual Classrooms

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Segovia, 12th – 13th March 2019

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Bienvenidas/os!

Velkommen! Tervetuloa!

Welcome!   Fáilte Romhat!

Willkommen!   Bienvenus/es

Добро пожаловать!

Benvenuti!

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Program Day 1

Day 1: 12.03.2019	
9.00 – 9:30 9.30 - 10.00	Registration Welcome & Introduction
10.00 - 12.00	**Part 1** **Attitudes towards plurilingualism** Which impact do they have in the classroom?
12.00 – 12.30	Coffee Break
12.30 – 14.00	**Part 2** **Teaching in a multilingual environment** A: What does really matter?
14.00 – 15.30	Lunch Break
15.30 – 17:00	**Part 2** **Teaching in a multilingual environment** B: What are examples of good practice?
17:00 – 18:30	**Supporting multilingualism in the whole school** **Part 3** A: What does really matter?
20:00	Dinner

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Icebreaker

Please stand up if your answer to our questions is a "yes".

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Part 1:
Attitudes towards plurilingualism:
Which impact do they have in the classroom?

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What's your opinion?

Multilingualism is very helpful, a treasure and always an enrichment.

Multilingualism is useless, an obstacle and makes everything very complicated.

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What's your opinion?

Multilingualism **in the classroom** is very helpful, a treasure and always an enrichment.

Multilingualism **in the classroom** is useless, an obstacle and makes everything very complicated.

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Getting to know each other: Plurilingual repertoires

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

- 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 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 explain this by writing a legend.

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Drawing one's language portrait

Which languages, language forms and modes of speaking are important in your life?

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Language, a bridge from oneself to the world

**Culture and language
are dependant from each other**

Connotations — **Language** → **Interpretations**

Misunderstandings

Communication and interaction

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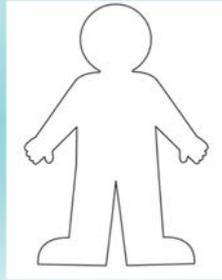
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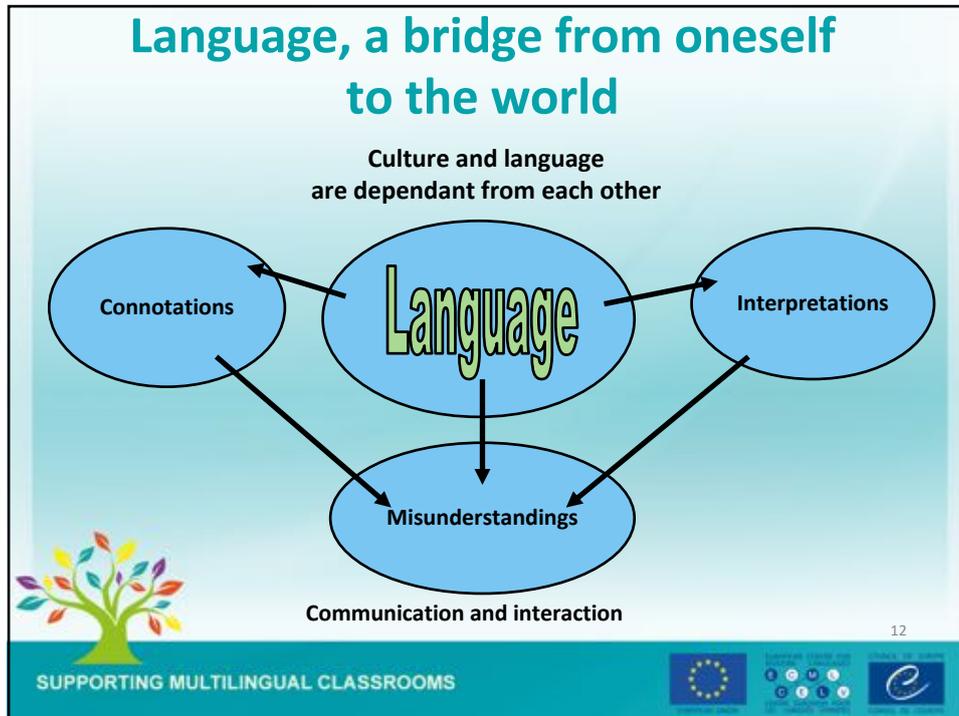
Language and mindset
Worldviews and self-views

- Language shapes thinking and thinking shapes language. Thinking processes are closely related with language(s)

  → **Understanding of the world, development of "concepts":**
  „Because it is not only a code but also a **meaning-making system**, language constructs the historical sedimentation of meanings that we call our selves."
  Kramsch 2006: 99

- Both identity formation and self-awareness need language. Life experience is also processed through language.

  → **Personality development, identity formation:**
  „Through choices of language and dialect, people constantly make and remake who they are."
  Warschauer & De Florio-Hansen 2003: 158

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The power of languages

1. Language(s) enable(s) children to get access to education and in turn education gives access to language(s).
2. 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,
- increases the development of adequate **pedagogical strategies for more social cohesion.**

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

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Working with biographies and narratives

Development of linguistic and intercultural awareness through biographical and narrative approach

Rationale:
- **Auto-/biographical and narrative approach:** characterized by a self-reflective, person-centered and dialogical way of working
- **Reflection on one's own and others' attitudes:** while dealing with biographies (student) teachers get/increase awareness of cultural and linguistic diversity
- **Introspective reflection concerning identities**: (student) teachers investigate the roots of their behaviour and attitudes towards "otherness"
- **Professionalisation in the field of intercultural education requires:**
    - **Affective and personal commitment:** holistic approach (attitudes)
    - **Change of perspective:** a core competence
    - **Reasoning and critical thinking**: a pedagogical tool
    - **Creativity for problem solving**: prevention of interpersonal conflicts

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PEPELINO, a portfolio with focus on plurilingual education

Becoming a professional through reflective attitude

http://www.ecml.at/ECML-Programme/Programme2012-2015/Pepelino/tabid/1833/Default.aspx
http://www.ecml.at/Portals/1/mtp4/pepelino/pepelino-EN-web.pdf (S. 19 – 22)

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MARILLE and MALEDIVE

- Language Biographies (Text B. Busch):
  http://www.univie.ac.at/ie/sprachmittlung/busch06_langbios.pdf

- Visualising language repertoires:
  http://maledive.ecml.at/Home/Study materials/Examples/tabid/3636/language/en-GB/Default.aspx#vid
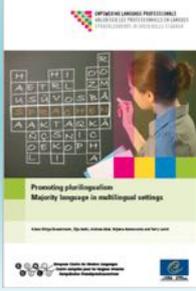
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Reflective dimension of language biographical work

Various topics can be reflected: please add your examples!

- Emotions related to languages and cultures: affective and cultural dimension of language(s)
- Values and variations in language(s) use
- Identity formation
- Personal linguistic repertoire
- Analysis of interaction and communication in different linguistic contexts (= process)
- Metalinguistical reflection and language learning strategies
- Role of language(s) in education: teacher's language
- …

Goal: to work on your own positive attitudes to plurilingualism

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Visible and invisible dimensions of multi-/plurilingualism

Please come together in groups of 4 and discuss:

- Think about your own pupils: Which languages do they speak at school? at home?
- Who of them has a "visible" multi-/plurilingualism? Are there children with an "invisible" multi-/plurilingualism?
- What's the role of the institution in this regard?
- Please talk about possible strategies at institutional level and prepare three main ideas for the discussion in the plenary.

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Strategies
(institutional level)

https://blog.itcilo.org/2009/02/16/facilitate-a-fishbowl-discussion/
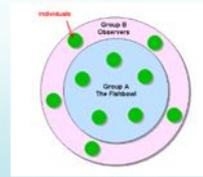
Let's discuss together!

- Please pin your "main ideas" about strategies on the flipchart.
- **Fish bowl:** please choose one topic/idea and start discussing in the middle of the circle.
    - o Attention: there has to be always at least 4 people in the inner circle.
    - o If you want to enter the discussion please stand up and come into the inner circle. One person will then leave his/her chair to you and the discussion can go on.

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kaffitími

sos caife

pausa de café

coffee break

Kaffeepause

pause café

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Part 2:

Teaching in a multilingual environment:

What really matters?

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Making the unseen visible:
Experiences of Moises

https://www.youtube.com/watch?v=I6Y0HAjLKYI&feature=player_embedded

NINTH ANNUAL
MEDIA
THAT
MATTERS
FILM FESTIVAL

Immersion
Richard Levien
IMMIGRATION AWARD
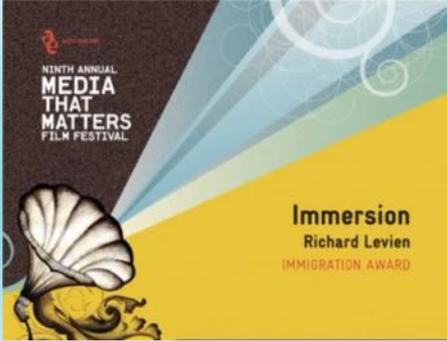
Our observations:

- What does the teacher do?
- What does Moises feel?
- How does his family act?
- …

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How can learner's resources be taken into account in the classroom?

Please come together in small groups.

▪ Reflection about the film:

1. What do you know about Moises?
2. How does Moises try to participate in the lesson?
3. What could the teacher do to assess his knowledge and skills
during this lesson?
4. What would you do to help Moises in the classroom?
What happens or might happen in your school?

▪ Please create a list with recommendations.

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How can learner's resources be taken into account in the classroom?

Please discuss together and create a poster:

▪ Make a list with 2 or 3 key principles focusing on multilingual education
   o think of how to reach your goals (next steps?)
   o which resources do you already have in your school?
   o Which kind of challenges do you think you would have to face?
   o What concrete steps will you take next week? For the classroom, with your colleagues?
   o Summarize the result of your discussion and don't forget to write the name of your school.
▪ Please pin your list at one of the windows.

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Thinking about our students

What do you guess? Which percentage of the pupils in your professional context …

1. **speaks the language of schooling as a first language?**
2. **speaks another official language as a first language?**
3. **is bilingual and with which languages?**
4. **has a second language and which one?**
5. **is plurilingual and with which languages?**
6. **speaks at home another language which is not an official language in Spain?**
7. **is migrant or asylum seeker / refugee?**

Please choose a form to visualise your guesses!

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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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International networks for migration and education

Some examples:

- **SIRIUS:** European Policy Network on the education of children and young people with a migrant background
  http://www.sirius-migrationeducation.org

- **RUTU Foundation (NL):** Translanguaging: Focus on role of mother tongue education
  http://www.rutufoundation.org/translanguaging-multilingual-classrooms/

- **Translanguaging: Practice Briefs for Educators**
  Joanna Yip & Ofelia García, Ph.D
  The Graduate Center, City University of New York
  http://traue.commons.gc.cuny.edu/volume-iv-issue-1-fall-2015/translanguaging-practice-briefs-for-educators/

- **Cities of Migration** Conference 2016, Toronto
  http://citiesofmigration.ca/2016conference/

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Implementing translanguaging

Translanguaging is....

"... the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages". (Ofelia Garcia)

Share with you colleagues:

- Which role do schools in Spain give to first languages other than the language of schooling?
- Do you know / did you participate in school projects taking into account the mother tongue of migrant children?
- Do you think translanguaging could be implemented/is already implemented in Spanish schools?

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You want to know more about translanguaging?

To go further:

- **Translanguaging: Practice Briefs for Educators**
  Joanna Yip & Ofelia García, Ph.D., The Graduate Center, City University of New York
  http://traue.commons.gc.cuny.edu/volume-iv-issue-1-fall-2015/translanguaging-practice-briefs-for-educators/
- **Look at the video** (Ofelia Garcia: about 12 minutes)
  https://www.youtube.com/watch?v=Z_AnGU8jy4o

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Identity Texts

Figure 3.1. Covers of The New Country and Tom Goes to Kentucky

(Cummins, 2006; Cummins & Early, 2010)

…are "the products of students' creative work or performances carried out within [the pedagogical space of the classroom]… insofar as students invest their identities in these texts (written, spoken, visual, musical, dramatic or combinations in multimodal form) that then hold a mirror up to students in which their identities are reflected back in a positive light. **When students share identity text with multiple audiences… they are likely to receive positive feedback and affirmation of self in interaction with these audiences**.. (p. 60)"

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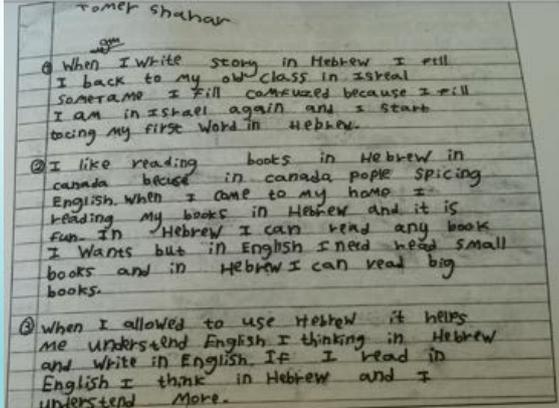
Figure 3.3: Tomer's responses to questions about use of the home language

App for creating identity texts: www.scibjab.com
See more: www.elodil.com

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MALEDIVE

Pedagogical resources for teachers

A website with:
- Study materials for (initial and in service) teacher training
- Ideas for the promotion of the cooperation between teachers of different school subjects
- Learner profils to help teachers to take into account linguistic diversity in the classroom
- Activities to develop a plurilingual approach
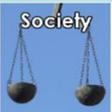
Teaching the language of schooling in the context of diversity
http://maledive.ecml.at/

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ECML EduMigrants

- https://www.ecml.at/ECML-Programme/Programme2012-2015/Community/tabid/1836/language/en-Gb/Default.aspx
- Offers innovative approaches for the improvement of the education of young migrants (competences language of schooling in the context of diversity)
- Exploitation of links between school, home and local partners
- Online platform (Moodle)

SUPPO   SSROOMS

Autobiography of Intercultural Encounters (AIE)

Intercultural awareness for multilingual environment:
- Online course AIE
- http://coe.dokeos.com/courses/AUTOBIOGRAPHYOFINTER/index.php
- Summary cultural dimensions
- www.vocal-medical.eu > module 5
- Lesson plans 1 and 2 (Plurimobil)
  http://plurimobil.ecml.at/

Autobiography of Intercultural Encounters

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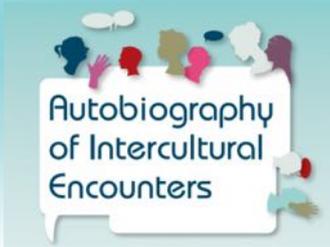
CARAP / FREPA

- Development of a **F**ramework of **Re**ference for **P**luralistic **A**pproaches in the context of an ECML project based on the ALC project („Across Languages and Cultures")
- 3 fields of competences and resources: knowledge, skills and attitudes
- **Four pluralistic approaches:**
  - Intercultural learning
  - Integrated foreign language didactics (L2, L3, multilingual didactics as a whole)
  - Awakening to languages
  - Intercomprehension between related languages

Read more: http://carap.ecml.at/Accueil/tabid/3577/language/en-GB/Default.aspx

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CARAP in education

http://emilie.eliamep.gr/wp-content/uploads/2009/09/school.jpg

- **Linguistic and cultural competences...enable the individual to develop an enriched, more complex personality and enhanced capacity for further language learning and greater openess to new cultural experiences."** (CEFR, p. 43)
- **CEFR** as a general tool for foreign langage education
- **CARAP** as a specific tool for pluricultural education and for the promotion of intercultural awareness in language education: curricula, materials, teaching activities, assessment

Database: http://carap.ecml.at/Database/tabid/2313/language/en-GB/Default.aspx

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almuerzo
frokosttid
am lóin
lunch break
Mittagspause
déjeuner
almoço

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Part 2:

Teaching in a multilingual environment:

What are examples of good practice?

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Concepts and materials

concepts	materials and projects	Spanish examples, one's own good practice	ideas
integration / intercultural education	Carap http://carap.ecml.at/ AIE http://coe.dokeos.com/courses/AUTO BIOGRAPHYOFINTER/index.php		
multilingual literacies (L1, L2)	Pluriliteracies http://pluriliteracies.ecml.at/ Maledive http://maledive.ecml.at/ Marille http://marille.ecml.at/		
supporting language education through language diagnostics (L1, L2)	Maledive http://maledive.ecml.at/ Pepelino www.ecml.at/pepelino		
language/s across the curriculum	PlurCur www.ecml.at/plurcur Language Descriptors www.ecml.at/languagedescriptors EOL www.ecml.at/learningenvironments		

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Pedagogical concepts
for the multilingual classroom

1. Multilingual storytelling

http://unilat.org/DPEL/Intercomprehension/Itin eraires_romans/Modules/Module4/index.htm

2. Language portraits & grammar comparisons

https://maledive.ecml.at/Furtherresources/Pedagogicalres ources/tabid/3659/language/en-GB/Default.aspx

வணக்கம். நீங்க எப்படி இருக்கீங்க?

http://multilingual.uni-graz.at
http://multilingual.uni-graz.at/aufnahmen/83/tamil.html

3. Supporting all languages with a translanguaging approach

https://www.youtube.com/watch?v=Z_AnGU8jy4o

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Examples of multilingual material

Multilingual science project in primary school
http://www.euro-mania.eu/index.php?option=com_content&task=view&id=4&Itemid=15&limit=1&limitstart=0&lang=es

Children' books in many languages:
http://en.childrenslibrary.org/books/index.shtml

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Making the unseen visible: Linguistic landscape research
http://multilingual.uni-graz.at/

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Language portraits
and grammar comparisons

- Have a look at the video! (MARILLE, ECML)
  https://www.youtube.com/watch?v=C874sN1_1WA
  (English) or
  https://www.youtube.com/watch?v=_ZlBiAoMTBo
  (French)
- What 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 in your context?

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Language portraits

Publications for the Austrian, German and Swiss context with informations about the most common migration languages, taking into account:

- informations about countries, school systems, history
- characteristic of the language, grammar (e.g. word classes)
- "typical" difficulties of learners
- grapheme and phoneme system

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Linguistic portraits and grammar comparisons

- Do you know similar publications or materials for the Spanish context?
- Why is it important for (language) teachers to have such informations?
- Have you had any situation in which you needed further information about the languages of your learners? Why? Where did you get it from?

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Differences between languages

There are linguistic universals …

… nevertheless many differences between languages do exist!

- **Phonological differences:**
Stressed syllabs in words, opened/closed syllabs, combinations of sounds

- **Morphological differences:**
Sort of casus assignment (languages with/without articles), verb flection (suffixes), genus, plural)

- **Semantical differences:**
Lexicalization of linguistic concepts (translation of one word in different context…)

- **Syntactical differences:**
Position of words in sentences, unavailability of certain word categories

- **Pragmatical differences:**
Directnesss, indirectness, expression of courtesy /behaviour

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Making the Unseen Visible
(Class Project)

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Making the Unseen Visible:
(Whole School Exhibition)

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SAMS, a touring interactive exhibition

... a Swiss project for primary schools

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Sacs d'histoires / Story Bags

Video : www.ge.ch/enseignement_primaire/sacdhistoires

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Story bags

Pupils (4-8 years old) can bring a story bag home:

- A bilingual book
- A CD with the story read in several languages
- A game
- A surprise
- A glossary of the story's key-words, to be translated into the family's language

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Story bags

- Strengthen the links between the school and families - when the child is learning to read
- Value all the languages spoken by the pupils
- Develop their curiosity
- Develop connections between the language of schooling and other languages

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The Story Tree
L'arbre à histoires

When a parent reads a book to his child at home, in the language of schooling or another language, the teacher photocopies the book cover and places it on a tree.

Elisabeth Zurbriggen, DIP Genève

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Parents reading books and telling stories in their own languages to school children

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Elisabeth Zurbriggen, DIP Genève
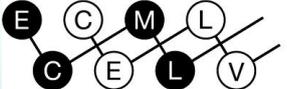
PARENTS
Involving parents in plurilingual and intercultural education

Approaches involving parents in plurilingual and pluricultural education

parents.ecml.at

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Multilingual Literacies

«Literaturcafé»

Participants choose their own program!

Menu

12-8-2016

The crocodile and the monkey
(7 Tamil fabels in Tamil and German)

*

Agnes Mpata:
How the animals got their colours
(German, Swahili, English)

*

Hannah Vogel:
Piedzīvojumi Šauinslandē
(German - English - Kurdish - Latvian)

*

Sonja Salathé & Roberto Gazzola:
Tarip's odyssey
(Version A: German - Russian - Turkish
Version B: German - Italian - French)

*

Anushka Ravishankar:
The rumor
(Version A: Hindi - Bengali - Urdu - German
Version B: English - Tamil - Malayalam - German)

Literaturcafé Riga

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Far from the eye, far from the heart
Weit vom Auge weit vom Herz

http://oberle-stiftung.de/?page_id=1676

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Adapting some activities for the own school

- Come together in groups and share your impressions, thoughts and ideas.

- Guidelines for your discussion :
  o Which approaches/projects are relevant for your school context?
  o How could you adapt them?
  o Any concrete ideas for a first/next step?

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Part 3
Supporting multilingualism
in the whole school:
What really matters?

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**Dealing with cultural and linguistic diversity
in the mainstream classroom**

Speaking about myths in multilingual education

1. How well prepared are you for teaching in multilingual settings?
2. Write a statement on paper, move around and find your partners!
3. How would you react to the statements (e.g. done by colleagues, principles, parents or students)?

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About multilingual education:
Is it true that...

1. Only Spanish language should be allowed at school, so that plurilingual children better learn the language of instruction?
2. Parents with a migrant background should read and speak Spanish at home with their children?
3. Children with a L1 other than Spanish should have the chance to develop further their own language/s?
4. Children with a language other than Spanish are disadvantaged in the classroom of the language of schooling?
5. Multilingualism in the classroom is an opportunity for all children?
6. Children should have the same linguistic level to study together?
7. Mixing languages leads to a lack of linguistic competence?

Compare your perspective with the statements of Grosjean:

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

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Dealing with cultural and linguistic diversity in the classroom: walk and talk!

Speaking about myths in multilingual education

You may be familiar with situations in which you have to react on such statements:

- Form groups of 3 or 4 people.
- Choose together one or two of these statements and prepare a short role play (no longer than 1-2 min).
- Present one typical situation in the plenary.

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Reflection on the role play

Exchange in small groups and plenary discussion:

- Please analyse the different positions, ideas, judgments and prejudices played in the sketches:
- Are these situations/conversations common in the majority of the Spanish schools?
  - Wich competencies do teachers need to be able to deal with these „myths"?
  - Which impact do they have on relationship (parents, pupils, colleagues, …)

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Convention on the Rights of the Child

- **FACT SHEET: A summary of the rights under the Convention on the Rights of the Child**
  https://www.unicef.org/crc/files/Rights_overview.pdf

- Children's rights in Spanish schools: Do you know strategies for preventing conflicts and discrimination?

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- **Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

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- **Article 2 (Non-discrimination):** The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.
- **Article 30 (Children of minorities/indigenous groups):** Minority or indigenous children have the right to learn about and practice their own culture, language and religion. The right to practice one's own culture, language and religion applies to everyone; the Convention here highlights this right in instances where the practices are not shared by the majority of people in the country.

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mange tak!　　Go raibh maith agat

Dank je wel!

Merci beaucoup!　　Благодарам!　　Paldies!

Grazzi!

Vielen Dank!　　Mersi!　　Muito obrigado!

Dziekuie!

þakka!　　Takk!　　D´akujem!

Ačiū!

Thanks a lot!

Շնորհակալություն!

Kiitos!　　Ευχαριστω!　　Tack!　　Mille grazie!

¡Muchas gracias!　　Faleminderit!　　Tak skal du have

Tänu!　　Tak!　　Děkuji!

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