



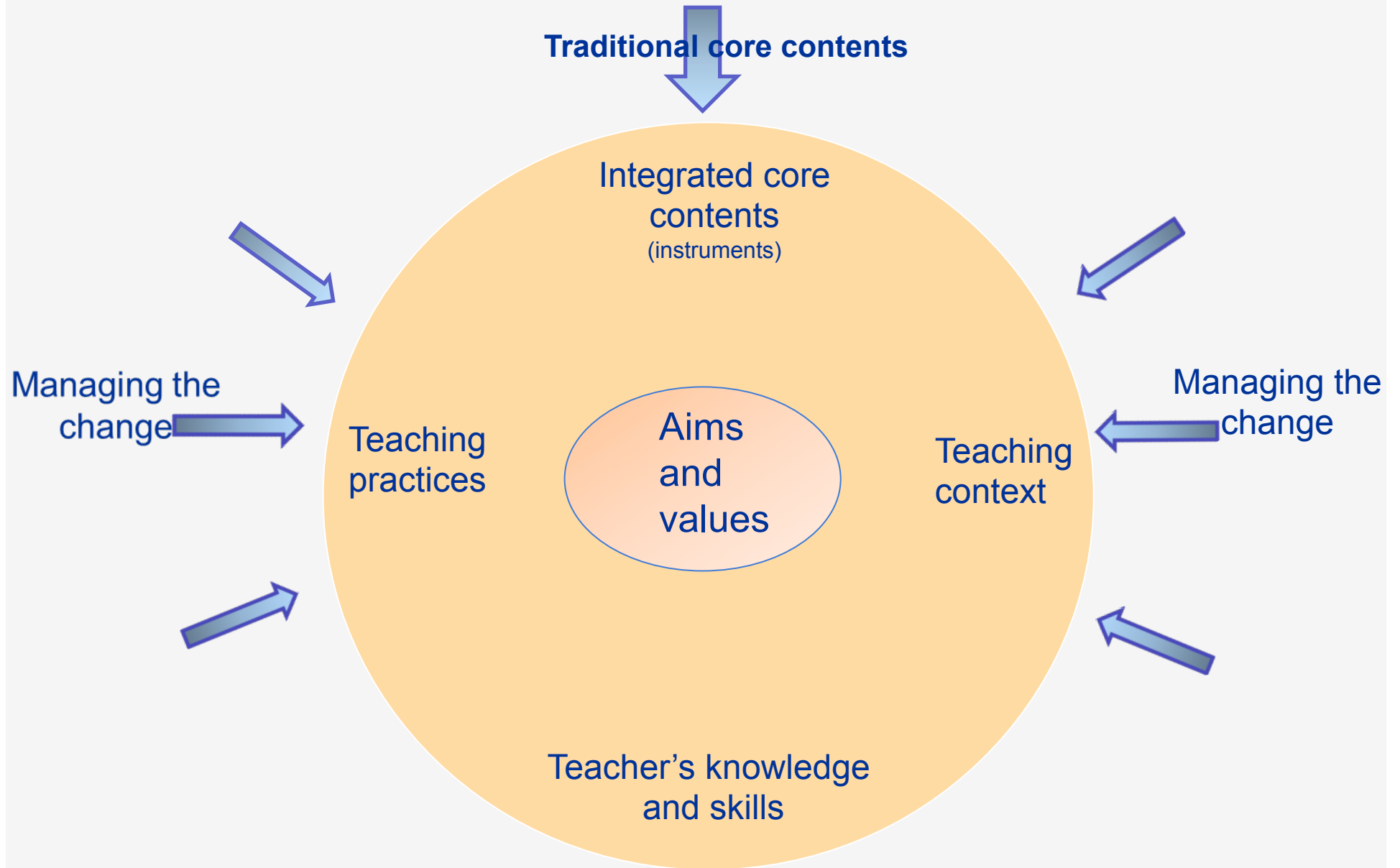
Adopting a Plurilingual Approach in a Web 2.0 Environment



Aims of this presentation

- **Why promoting Plurilingualism**
- **How to integrate a Plurilingual Approach into a traditional classroom**
- **Providing some examples of its implementation: classroom project**
- **Drawing some conclusions**

PROMOTING PLURILINGUALISM in the majority languages classroom



AIMS AND VALUES

- **Multilingualism/Plurilingualism**

- **Multiliteracy**

- **Learner autonomy/Self-direction**

Multilingualism/Plurilingualism



http://www.coe.int/t/dg4/linguistic/Division_EN.asp

'Multilingualism' refers to the presence in a geographical area, large or small, of more than one 'variety of language'

'Plurilingualism' refers to the repertoire of varieties of language which many individuals use

“[...] **paysage des langues**, conçu comme un assemblage de **pièces étanches** [...]”

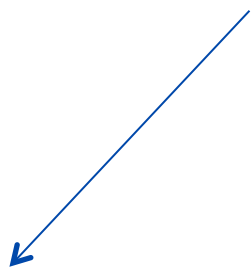
“[...] concerne les **capacités langagières des personnes** [...]”

(Escudé, Janin 2010)

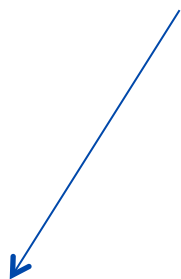
PLURILINGUALISM



LEARNERS- MEMBERS OF A MULTILINGUAL SOCIETY



Mobility



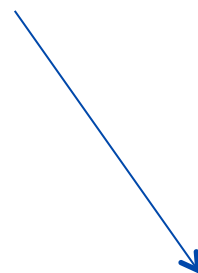
Migration



New technology/Internet



Tourism



Subtitles



SIMULTANEITY

TRANSVERSALITY

Multilingualism/Plurilingualism



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“[...] **paysage des langues**, conçu comme un assemblage de **pièces étanches** [...]”

“[...] concerne les **capacités langagières des personnes** [...]”

(Escudé, Janin 2010)

Richness of varieties



ONE system – (w)holistic view

DIVERSITY

IN

UNITED

UNITED IN DIVERSITY (23 LANGUAGES)

Polonais :	Zjednoczeni w różnorodności	Bulgare :	Единство в многообразието
Roumain :	<u>Unitate în diversitate</u>	Danois :	Forenet i mangfoldighed
Slovène :	Združeni v različnosti	Anglais :	<u>United in diversity</u>
Suédois :	Förenade i mångfalden	Finnois :	Moninaisuudessaan yhtenäinen
Tchèque :	Jednotná v rozmanitosti	Allemand :	In Vielfalt geeint
Néerlandais :	In verscheidenheid verenigd	Hongrois :	Egység a sokféleségben
Estonien :	Ühinenud mitmekesisuses	Italien :	<u>Uniti nella diversità</u>
Français :	<u>Unie dans la diversité</u>	Lituanien :	Suvienijusi įvairovę
Grec :	Ενωμένοι στην πολυμορφία		
Irlandais :	Aontaithe san éagsúlacht		
Letton :	Vienoti daudzveidībā		
Maltais :	<u>Magħquda fid-diversità</u>		
Portugais :	<u>Unidade na diversidade</u>		
Slovaque :	Zjednotení v rozmanitosti		
Espagnol :	<u>Unidos en la diversidad</u>		

(Jamet , Caddéo 2013)

AIMS AND VALUES

- **Multilingualism/Plurilingualism**

- **Multiliteracy**

- **Learner autonomy/Self-direction**

Multiliteracy

THE FOREIGN LANGUAGE EDUCATION (MLA, report 2007)

- “the competence of an educated native speaker” ←…… Inadequate response
- “value on the ability to operate between languages”
- “differences in meaning, mentality, and worldview”
- “multilingual future”



MULTILITERACY
(New London Group
2000 et al.)

- The use of multiple languages
- pedagogy of multimodalities – visual, aural, textual, multiplicity of semiotic resources- which allows constructing different dimensions of meaning

AIMS AND VALUES

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Learner autonomy/ Self- direction

- more effective learners by allowing them to facilitate their **awareness** of the broad **range of strategies** that can be used through the learning process

- **self-direction** is **essential** in the active development of adults' abilities in learning

(Kress 2003, Cohen 1987, et al.)

PROMOTING PLURILINGUALISM
in the majority languages classroom

Traditional core contents



Integrated core contents
(instruments)

Managing the change



Teaching practices

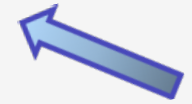
Aims and values

Teaching context

Managing the change



Teacher's knowledge and skills



TEACHER'S KNOWLEDGE AND SKILLS

“Reference L
<http://www.c>

B1 “È in grado di descrivere esperienze, sogni, speranze, ambizioni, di esporre brevemente ragioni e dare spiegazioni su opinioni e progetti”



al and Regional La
asp

B1 Strutture grammaticali, vocabolario, funzioni linguistiche, ecc.



“European Survey on Language Competence”

http://ec.europa.eu/languages/language-teaching/european-indicator-of-language-competence_en.htm



- 2 most widely taught European languages (English, French, German, Italian and Spanish) of 1,500 students in their final year of lower secondary
- to provide comparable data on foreign language competence and knowledge

PROMOTING PLURILINGUALISM in the majority languages classroom

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Managing the change



Teaching practices

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Teacher's knowledge and skills



REFLECTION BOX

- 1. Do I have a multilingual class? What languages are spoken in my class? What are the first languages (mother tongues), heritage languages, home languages, additional languages or varieties/ dialects?**
- 2. How do I as a teacher and my school/university in general support learners' language repertoire?**
- 3. Who else in my school/university might be interested in implementing plurilingual education?**
- 4. What difficulties would you face if you decide to use a plurilingual approach in your classroom?**
- 5. What resources do you need to apply a plurilingual approach in your classroom?**
- 6. Can you imagine a practice example that would encourage autonomous learning in a plurilingual classroom?**

PROMOTING PLURILINGUALISM in the majority languages classroom

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Integrated core contents
(instruments)

Managing the change



Teaching practices

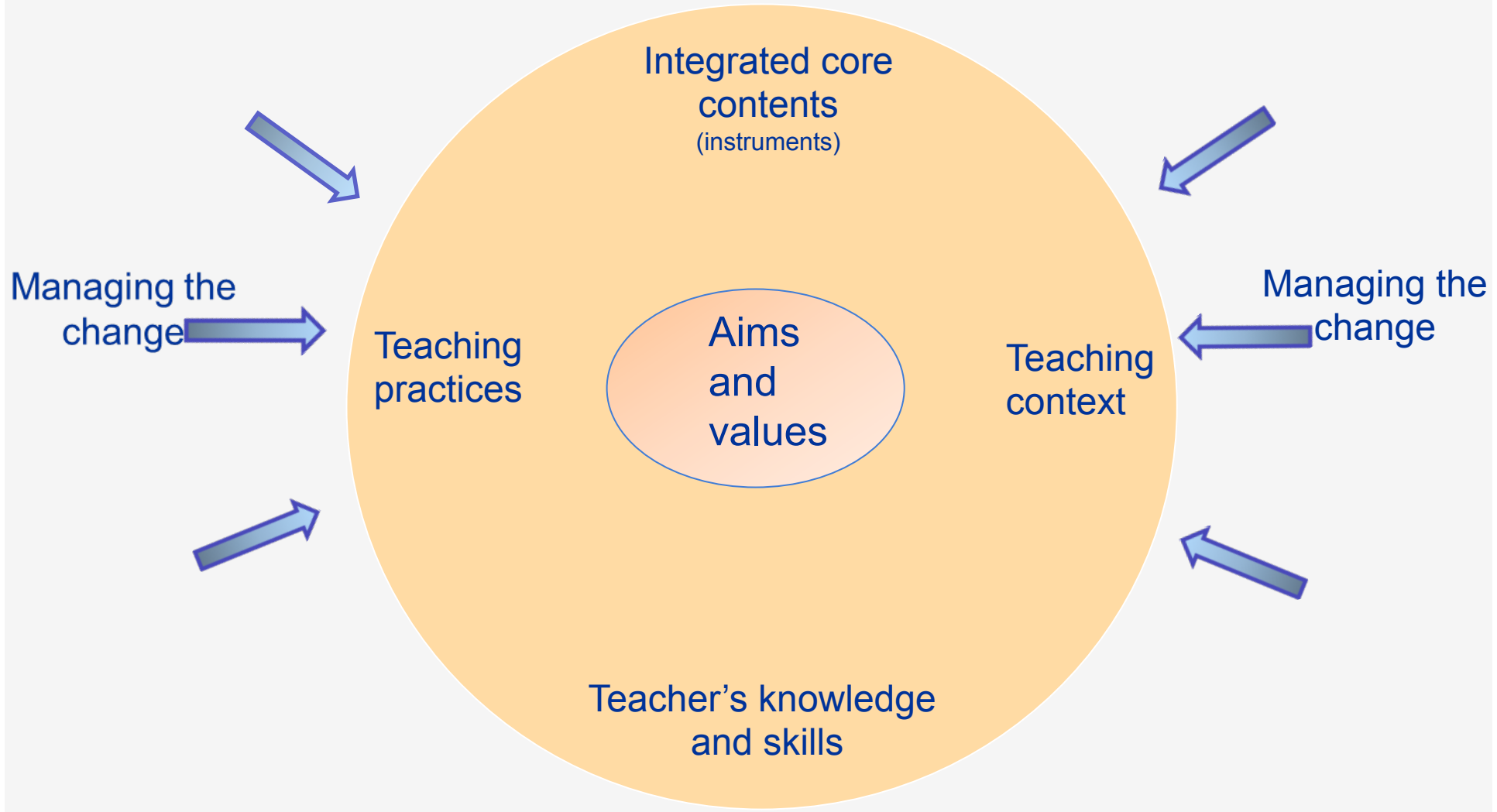
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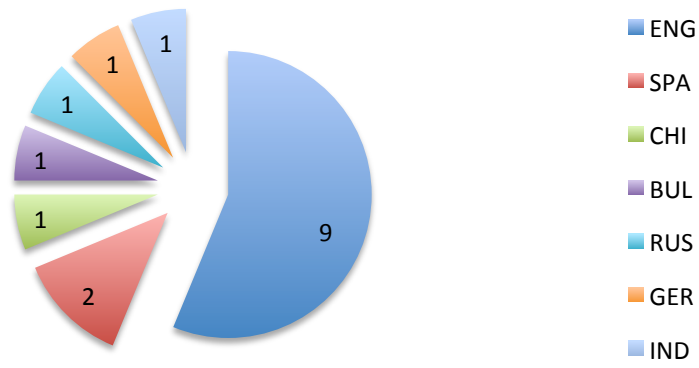
TEACHING CONTEST

PARAMETERS

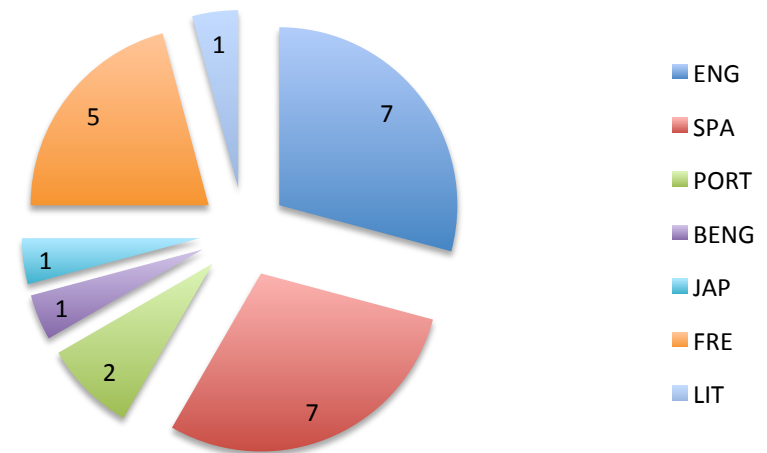
1. The nature of the students	College students, Intensive Elementary 1121 high motivation, romance languages required
2. Students' language profile	Heterogeneous group/no common linguistic base
3. Teacher's language profile	English, French, Spanish, Portuguese
4. Goals	Next slide
5. The nature of pedagogical act	Group work online, group work in class with teacher
6. Instruments	Internet, Wiki
7. Pedagogical techniques	interlinguistic confrontation, comparative analysis
8. Length of course	14 weeks, 1 hour 50 minutes, 3 times a week
9. Evaluation criteria	None

(Jamet , Caddéo 2013)

Students' mother tongue



Second and third languages



TEACHING CONTEST

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Teaching practices

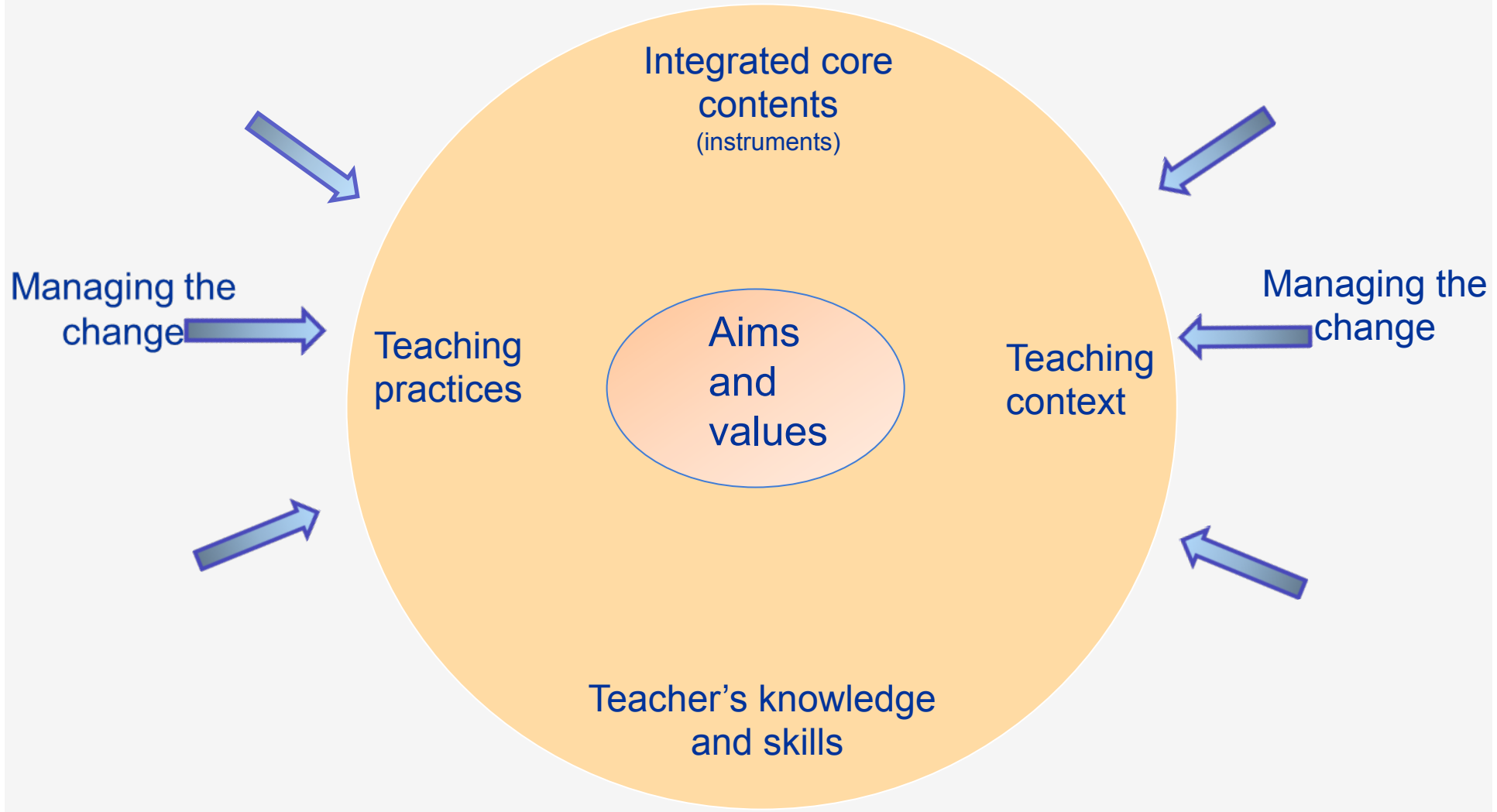
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Teacher's knowledge and skills

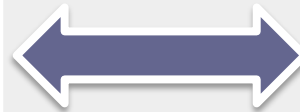


INTEGRATED CORE CONTENTS

TRADITIONAL CLASS

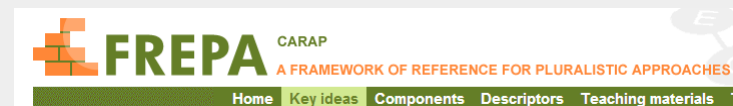
Standard curriculum goals:

- (Listening, reading, spoken interaction, spoken production, writing)
- Focus target language (Italian)



PLURILINGUAL CLASS

- No one language at time
- Use of all linguistic resources in class and outside
- Multiple language practices (codeswitching, language transfer, etc.)



PROMOTING PLURILINGUALISM in the majority languages classroom

Traditional core contents



Integrated core contents
(instruments)

Managing the change



Teaching practices

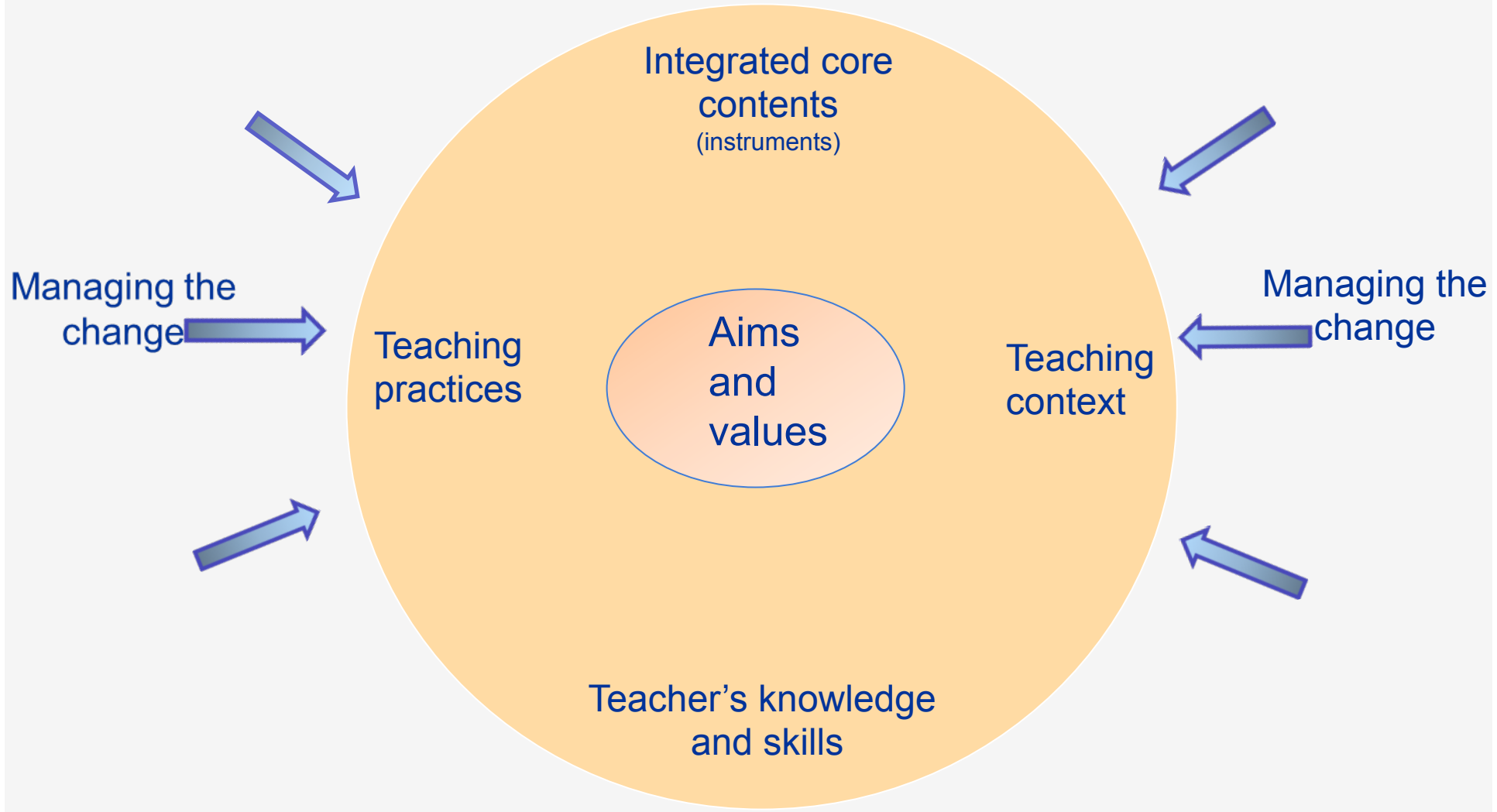
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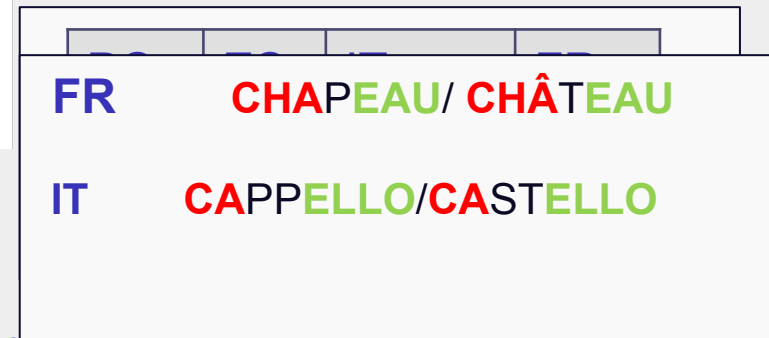
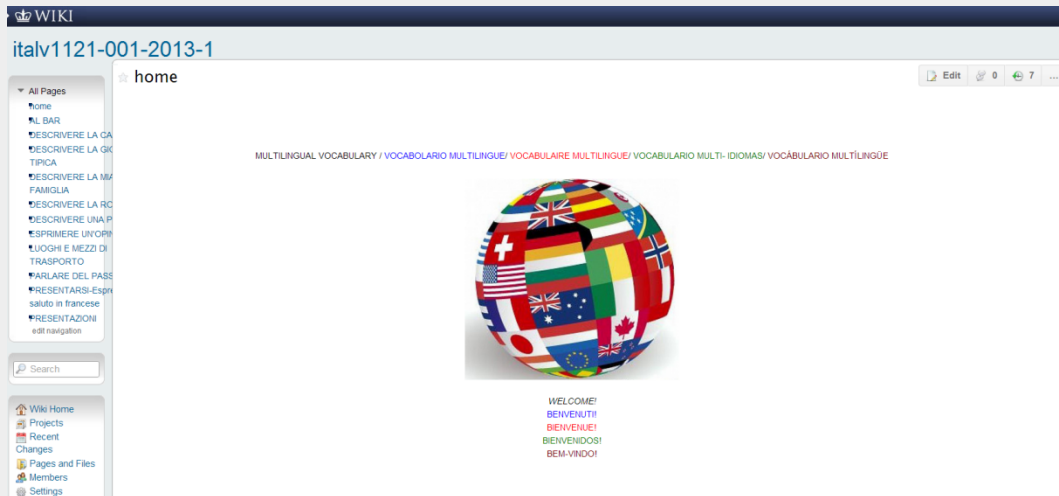


Teacher's knowledge and skills



TEACHING PRACTICES (1)

- CLASSROOM PROJECT: MULTILINGUAL DICTIONARY
- Collaborative work- WIKI (use of different modalities, co-construction of meanings)



- Simultaneous presentation of languages
- Predictability: encouraging students (bottom-up/top down)

Interlinguistic
Bridges/ Passage rules
Transfers
Return to the L1

PROMOTING PLURILINGUALISM in the majority languages classroom

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Integrated core contents
(instruments)

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MANAGING THE CHANGE

DIARY- MAJOR EVENTS

RECORDING (transcription)

QUESTIONNAIRE (selected-response and open-ended items)
6 sections (Language Profile/ Motivation/Reasons for using the
MD/Wiki/suggestions)

MANAGING THE CHANGE (Data- Diary extract)

Integrated use with classroom activities/exams

QUIZ 8 (Writing production exemplars)

Studente A (*AMERICANA francese, inglese*) risposta: La mia casa ideale **dovrebbe avere** molte finestre, due piani, e una bella cucina. La mia casa ideale dovrebbe essere vicino al parco a casa dell'opera

Studente B (*SVIZZERA francese, spagnolo, tedesco inglese*) : La mia casa ideale **avrebbe** almeno 6 camere da letto, tre bagni, un salotto grandissimo e una bella cucina. No necessito un ascensore ma la casa sarebbe vicino al mare

Studente C (*INGLESE francese, inglese studiando il tedesco*) La mia casa ideale **dovrebbe avere** una piscina. Inoltre, avrebbe cinque camere.

Studente D (*BENGALESE, inglese e francese solo poco all'high school*) Dovrei essere in Firenze la mia casa ideale, **avrebbe** molto bellissima architettura

Studente E (*DOMINICANA spagnolo, inglese*) La mia casa ideale dovrebbe stare circa del mar con una bella vista **Dovrebbe tenere** tre o Quattro piani, di circa dieci camera da letto, tre piscine, etc.

Studente F (*AMERICANA spagnolo, inglese*). La mia casa ideale sarebbe molto grande, ma avrebbe spacio aperto e molte vetrine. **Avrebbe** molti quadri e uno studio da dipingere e lavorare.

Studente G (*TAILANDESE inglese, poco francese*) : La mia casa ideale dovrebbe essere un giardino e una piscine per nuotare. Quindi la mia casa ideale anche dovrebbe essere cinque stanze.

IN CLASSE

A causa di questi errori siamo andati sul dizionario multilingue e abbiamo aperto la pagina di « Descrivere la casa ». In coppia ho chiesto di vedere la differenza o meglio gli elementi linguistici che si utilizzavano per fare le diverse descrizioni nelle lingue. Ha risposto Virgilio e mi ha detto che la differenza e' nell'uso di « avere » e essere tra le lingue e per il portoghese del verbo « ter » abbiamo quindi cercato di individuare che tipo di influenza queste lingue avevano avuto nelle loro performance.

MANAGING THE CHANGE (Data- Recording/Transcription)

“Multilingual speakers use their resources in different ways according to the language spoken by their interlocutors [...] This is the case in bilingual and multilingual communities [...]

(Gorter and Cenoz 2011)

S : Barbara tu (.) hai detto (.) ieri si reflexive (...) ma (.) l'esercizio dice si parla hh è on
T : hh (...) [on]?
S : [on] francese [on parle]
T : [Ah] sì come in francese ON PARLE vuol dire la gente le persone parlano (...)
S : sì



**Codemixing
Language Transfer**

MANAGING THE CHANGE 1 (Data- Questionnaire)

CURIOSITY FOR OTHER LANGUAGES

“It was useful not only to improve my Italian but also learning the basics of the other languages”

“Mi ha aiutato a capire più come funziona le lingue romanze in generale ed era molto interessante vedere il Portoghese perché non sò il portoghese”

“It’s interesting to see how Latin transformed across the continents. And it never hurts to have a basic knowledge of an unknown language”

AWARENESS OF LANGUAGE REPERTOIRE

“Mi ha aiutato ad organizzare tutte le lingue nella mia testa”

“ Il dizionario mi ha aiutato a separare il spagnolo, il portoghese e l’Italiano nella mia mente “

“ Credo che se parlo italiano debba pensare in italiano poi non voglio confondermi con gli altri linguaggi “

“ I did not get more confused about concepts by looking at variations in other languages “

MANAGING THE CHANGE 2 (Data- Questionnaire)

LANDSCAPE OF LANGUAGES/ CONTINUUM

“Ho imparato che non è un problema conoscere molte lingue similari, può essere utile”

“Molto utile perché quando qualcuno conosce più lingue, le cose possono diventare confuse. Quindi era interessante potere unirmi con i miei compagni e di trovare similitudini attraverso le lingue che potrebbero ad aiutare a ricordare le regole”

“Le lingue erano afficante ed hanno facilitato i raffronti. Ho imparato che le lingue sono più simili di quanto pensavo”

“ Penso che un approccio multilingue sia buono perché sottolinea la lingua centrale tra le lingue collegate “

LANGUAGE TEACHING IMPROVEMENT

“Ho imparato che l'insegnamento delle lingue ha ancora molte possibilità di essere più arricchente”

CONCLUSIONS



- **Mandatory work focused on the plurilingual dictionary**
- **More structured activities (e.g. grid, chart, etc.)**
- **Evaluation: only the procedural competence? Or linguistic competence? How to test the “right of approximation”?**

“Un approccio multilingue mette in luce la fluidità delle lingue, lasciando che le lingue «parlano» tra loro “

(Studente del corso 1121, 2013)



Grazie

◆
Merci

◆
Gracias

◆
THANK YOU

◆
ありがとうございます

◆
Danke