



TEACHING LANGUAGES IN MULTILINGUAL CONTEXTS



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 WHAT DOES A MULTILINGUAL SCHOOL LOOK LIKE?

 WHO ARE MULTILINGUAL STUDENTS?

What is your experience with multilingual students?



WHAT DOES A MULTILINGUAL SCHOOL LOOK LIKE?



teachers, students, and the wider community
bring to the school different languages and cultures

languages are visible

languages are valued

students and families are encouraged to use their family
languages

our role as **Languages teachers** is to promote these attitudes within the school community



WHO ARE MULTILINGUAL STUDENTS?



separated languages → linguistic repertoire



communicative practices →

1. *mix languages
2. *focus on meaning



WHO ARE MULTILINGUAL STUDENTS?

language learning → knowledge, experience and expertise



'The multilingualism-as-a-resource orientation thus contends that it is neither ethical, effective, nor possible or desirable to **ask students or teachers to leave their multilingual realities at the school door**. In order to support multilingual students' learning and engagement in school, educators must recognize and build on what students already know and our understandings of multilingual development and learning'



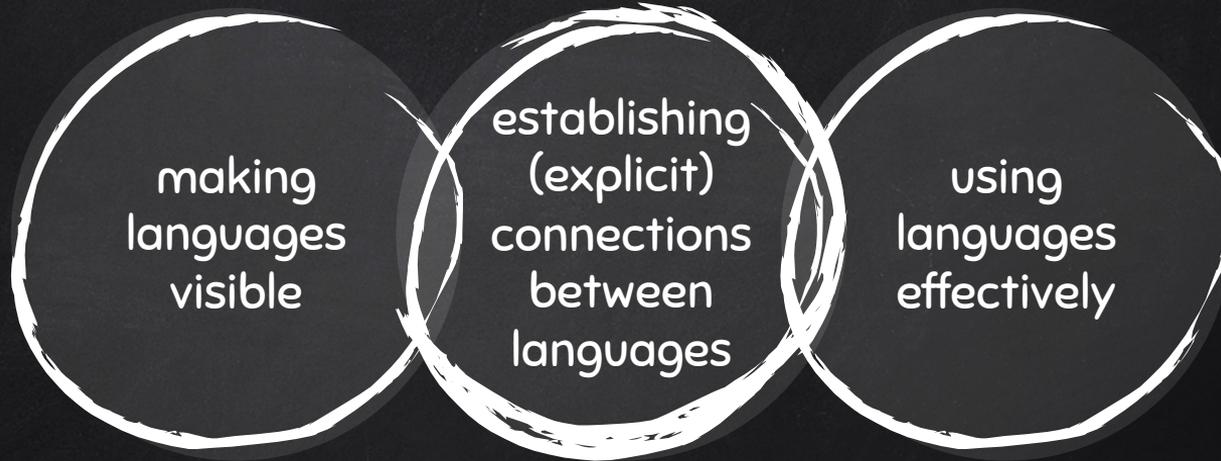
multilingualism as a resource

de Jong et al., 2019

A multilingualism-as-a-resource orientation in dual language education.



THREE STEPS



Corcoll Lopez, 2019

Plurilingualism and using languages to learn languages: A sequential approach to deal effectively with language diversity.



MAKING LANGUAGES VISIBLE

- in the school community
- in the classroom
- student linguistic repertoire



MULTILINGUAL SIGNS

WHAT LANGUAGES DO WE SPEAK?

<p>注意安全 안전하게 지내세요 Phải An Toàn كن حذرا</p> <p>BE SAFE</p> <p>सुरक्षित रहो Na είσαι ασφαλής Berhati-hati Sé cuidadoso</p> <p>要负责任 책임감을 가지세요 Có Trách Nhiệm كن مسؤولا</p> <p>BE RESPONSIBLE</p> <p>जिम्मेदार रहो Na είσαι υπεύθυνος Bertanggung jawab Sé responsable</p>	<p>尊重 서로 존중하세요 Lễ Phép كن محترما</p> <p>BE RESPECTFUL</p> <p>सम्माननीय रहो Na είστε σεβαστοι Saling menghormati Sé respetuoso</p> <p>成为一名学习者 늘 배우세요 Chăm Học Hỏi كن متعلم</p> <p>BE A LEARNER</p> <p>सीखो Na είστε μαθητής Mau belajar Se estudioso</p>
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Where We Are From

Russia Uzbekistan
Uruguay The United States
Nepal Honduras
China Malaysia
Norway India



WORD WALLS



TEACHERS

- *do not need to know all the languages of the students
- *do not need to offer a systematic translation of terms



WORD WALLS



*SPONTANEOUS:

Students reflect on their own language and communicative skills

*ELICITED:

Teachers open space for other languages



multimodal language biographies

INVESTIGATE THE LINGUISTIC REPERTOIRE OF STUDENTS



A visual language biography (D. P., 11 years old, Ulm).

linguistic self-portraits

Instructions:
Draw yourself speaking the languages that you know



language maps

Instructions:

Focus: Language map

Aim: To raise awareness of how students use language every day for different purposes

- Students create a language map to show how they use language in everyday situations.

Prompting questions: *When do you use language? Who with? Why? Where? At school? Outside school? First language? Second language?...*

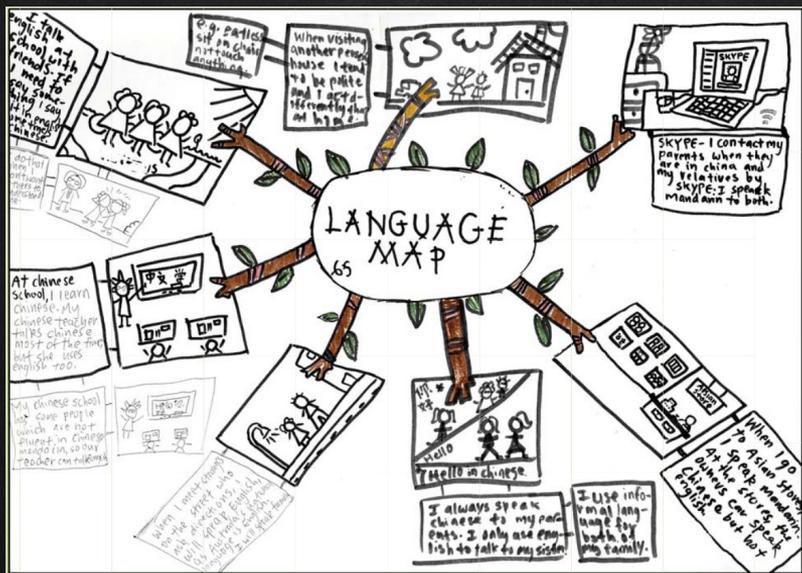
- Role-plays

In groups of three, students role-play specific examples shown on their language map, for example:

- Translating for parents at the shop, bank
- Talking to a teacher or parent
- Buying something from the canteen, shop
- Showing a friend an award they received
- Buying a train ticket, movie ticket
- What happens at a relative gathering, birthday party

After the role-play, teacher to ask:

What did you notice about the way each person was talking? Did they use different words for different people? Did they speak the same way to each person? If no, why did this change? Was their body language different?





il fiore delle lingue

Instructions:

Draw yourself in the middle of the flower

On the petals write people you interact with everyday

Next to the people draw an arrow towards them and write what languages you use to speak to them

Then draw an arrow towards you and write what language they speak to you



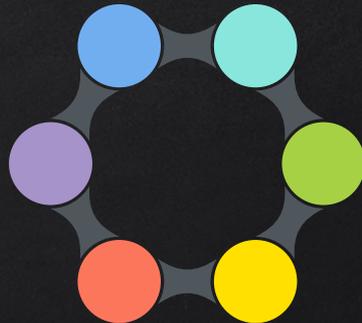
Sordella e Andorno, 2017

<https://www.giuntiscuola.it/articoli/come-valorizzare-le-risorse-linguistiche>

(Translated by Viola)

2.

ESTABLISHING CONNECTIONS





I GIORNI DELLA SETTIMANA
in italiano

lunedì
martedì
mercoledì
giovedì
venerdì
sabato
domenica

www.woodwarditalian.com

★ Days of the Week Chart

 Sunday
Monday 
 Tuesday
Wednesday 
 Thursday
Friday 
 Saturday

guruparents.com ★

星期	xīngqī
星期一	xīngqī yī
星期二	xīngqī'èr
星期三	xīngqīsān
星期四	xīngqīsì
星期五	xīngqīwǔ
星期六	xīngqīliù
星期天	xīngqītiān



Find three words in your home language for each of the difficult sounds identified:

r

ci/gi

gn

gl

Create a card for each word with:

- the word in Italian
- the word in your language
- a picture

<p>bagnata</p> 	
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Practice the sounds in your group, present to the class your cards and then read aloud the poem in Italian.

3.

USING (ALL THE) LANGUAGES



written task
oral task



WRITE A MULTILINGUAL STORY (GROUP)

- X bilingual instructions
- X group work
- X open to any language available to the group

Scrivi una storia multilingue.

Write a multilingual story.

Usa le immagini per inventare una breve storia.

La storia deve avere:

- Tre espressioni idiomatiche con il verbo avere
- Tre frasi in italiano con il verbo essere. Oppure per presentare i personaggi, per descrivere, ecc.

Usa espressioni o frasi nelle tue lingue, inglese oppure le tue altre lingue.

Use the pictures below to create a short story to share with the class.

Your story needs to include:

- *at least 3 'espressioni idiomatiche con AVERE' (p. 49 del libro di testo) in Italian;
- *at least 3 other sentences in Italian: with the verbo ESSERE, to introduce your characters, to describe, etc.

You can include expressions/sentences in other languages. It can be either in English or in another shared language or language that some of you can speak/write. You can even decide that different characters speak different languages. This will help you to expand on the content/plot/language of the story.

You can also add different pictures, or include a song/some music.

You need to read aloud the story to the rest of the class, so organise your performance!



Snoopy ha sonno e ha bisogno di caffè, ma non c'è un caffè.



Invece, Snoopy beve una spremuta d'arancia.



In spiaggia Snoopy ha sonno, ma ha molto caldo



Allora cammina a casa dormire.



Il giorno dopo, Snoopy ha freddo, ha sete e ha fame ...



...allora beve una cioccolata calda e mangia i biscotti.



Italian only:

X short sentences

X very basic story line

Woohoo good job guys! :)

Noi presento Woodstock e Snoopy. Snoopy e un cane e bianco e Woodstock e un' uccello, e giallo.

BRRR!

Snoopy ha una beanie

Lui e Woodstock *avere* freddo! Lui e come un gelato vaniglia, freddo e *bianco*.



Snoopy: *Brrr!*

Woodstock: Snoopy! Come *stai?* Dove sei?!

Snoopy: *Cozi cozi*. Woodstock. Ho freddo. Let's go inside and get some cookies and *rootbeer* to warm up!

Woodstock: *C'est un bonne idée*, Snoopy!!

Snoopy: *grazie, amico!* *Makan dulu*. Eat first :)

Snoopy and Woodstock go inside to get some cookies and rootbeer.

Snoopy e Woodstock *ha* fame.

Hai *han* an banh *va uong tu* de (root beer). (Snoopy e Woodstock ?? *mangiare* (eat) i biscotti e *bere* (drink) di root beer.)

Hai ban nay thich *uong tu trai khom*. (They like to drink from pineapples.)



Snoopy and Woodstock went to a desert. Il deserto e caldo molto.

Snoopy: "*Awwwww*, ho *sete* molto, Woodstock! Ho *voglia di acqua!* Ora!"

Woodstock: "“放轻松点，老兄！” (Chill down, buddy) 其实这里根本没有那么热！ (It's not even that hot here) I brought you some *acqua!*!”

Snoopy: "*Grazie, mia amico!*"

Italian only	Multilingual story
short sentences	short sentences combined in paragraphs
simple sentence structures (mostly SVO)	more varied sentence structures
no use of direct speech	multiple use of direct speech
use of basic connectors	use of connectors or sentences to link different parts of the story
	use of idioms
	expressions of ideas and feelings

my work

Pedagogical use of translanguaging

1 - revise and expand

2 - translate

3 - literacy transfer

text structure
direct speech
types of texts

4 - cultural elements

idioms
expressions
gestures

Noi presento Woodstock e Snoopy. Snoopy e un cane e bianco e Woodstock e un' uccello e giallo.

BRRR!

Snoopy ha uno beanie

Lui e Woodstock avere freddo! Lui e come un gelato vanilla, freddo e bianco.

Snoopy e Woodstock ha fame.

Hai ban an banh va uong ru de (root beer). (Snoopy e Woodstock ?? mangiare (eat) i biscotti e bere (drink) di root beer.)

Hai ban nay thich uong tu trai khom. (They like to drink from pineapples.)

Woodstock: “放轻松点，老兄！ (Chill down, buddy) 其实这里根本没有那么热！ (It's not even that hot here) I brought you some acqua.”

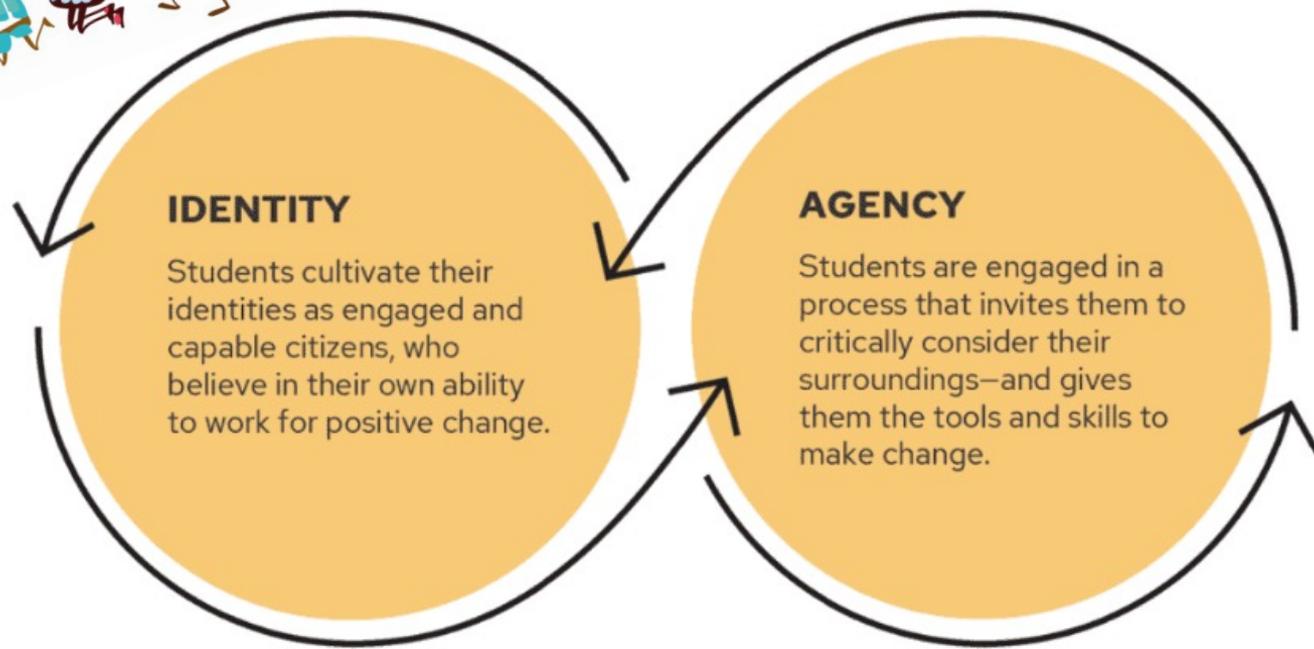


IMAGE CREDIT: eXi



WRITE A BILINGUAL STORY (INDIVIDUAL)

- X bilingual instructions
- X individual work
- X writing the story first in their 'other' language, then in the target language

My name is Rayan. My family treasure is a pair of earrings. They are gold and have little blue stones in the middle.



إسمي رايان. أئمن مقتنيات عائلتي هو قرط مصنوع من الذهب وبه أحجار زرقاء في الوسط.

PRICELESS

FAMILY

MEMORIES

UNIQUE

FRAGILE

DELICATE

REMEMBER

FOREVER

TREASURE

The stones in the middle are blue like the ocean.



الأحجار في منتصف الحلق لونها أزرق كلون المحيط.



FAMILY INTERVIEW

- X bilingual instructions
- X individual work
- X interviewing in the 'other' language
- X reporting in the target language

Nome _____ Classe _____ Data _____

A casa

At home

Parlo

What language do you speak at home?
What language is spoken in your country?

Mangio

What is some traditional food from your country?

Festeggio

Do you have any special celebrations in your country?

A casa

Parlo italiano con la mia famiglia:



il papà



mia sorella

la mamma

e mio fratello

Ciao bambini

reference book

A casa

Mangio la pasta.



Mangio la pizza.



Mangio il gelato.



A casa

Festeggio il Natale il 25 dicembre



la Befana il 6 gennaio.





TEACHING LANGUAGES IN MULTILINGUAL CONTEXTS TO MULTILINGUAL STUDENTS

X student identity

X student agency

X motivation

X self-esteem

X proficiency



language and literacy
development



THANKS!



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Links:

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<https://researchdirect.westernsydney.edu.au/islandora/object/uws>

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