



**HUMAN RIGHTS,
DEMOCRACY
AND THE RULE OF LAW**

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

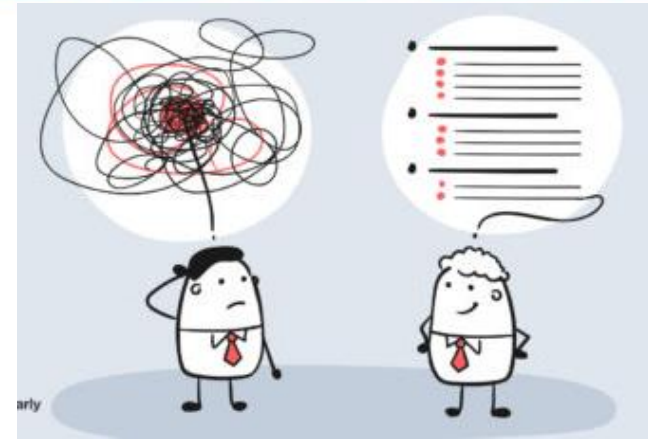
**DROITS DE L'HOMME,
DÉMOCRATIE
ET ÉTAT DE DROIT**

PUTTING PLURILINGUAL EDUCATION INTO PRACTICE IN PRIMARY AND SECONDARY SCHOOLS

JOANA DUARTE



Outline



16:00-16:45 – Talk

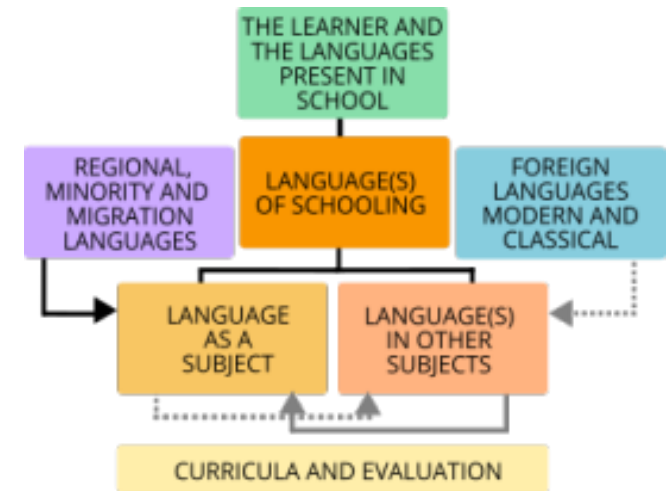
- Principles for putting plurilingual education into practice
 - Putting plurilingual education into practice
 - Effects of developing plurilingual approaches
 - Summary and tasks for the breakout rooms
-
- 16:45 – 17:45 – Working in breakout rooms
 - 17:45 – 18:30 – Presentation of the group work and wrap up

Getting to know each other

- Please use Padlet to share with the group the following information:
 - What is your current function?
 - How is your related to plurilingual education?
 - Your favourite word (in any language!).



1. Principles for putting plurilingual education into practice



Platform of resources and references for plurilingual and intercultural education

Powerful language learning environments



- Bridge the gap between home and school
- Focus on the socioemotional well-being of the children
- Sense of belonging in the classroom,
- Acknowledgement of plurilingual and pluricultural identities.

- Tasks adapted to the children's interests
- 'Zone of proximal development' (Vygotsky 1978)
- Collaboration with peers.

- Engaging in meaningful interaction
- Language homogeneous pairs during cooperative activities
- Building on the expertise of the children during whole-class activities.

How children learn languages

Language teaching



Language learning

How did you learn languages at school?

How did you learn new languages?

Plurilingual approaches

'Plurilingual repertoires' (Coste & Simon 2009) /
'plurilingual resources' (Lüdi & Py 2009) / 'plurilingual
competence' (Castelotti & Moore 2011) are the norm.

Holistic view on language education (integration of
all languages in the curriculum).

Explicit use of cross-linguistic transfer (Cummins 2008).

Positive attitudes towards natural translinguaging.

Challenging existing language hierarchies.

Monolingual approaches

Ideal of the native speaker competence.

Segmented view on languages in education leading
to language separation.

Time-on-task hypothesis (Hopf 2005).

Avoidance of language mixing.

Reproducing existing language hierarchies.

A holistic approach towards plurilingual in education

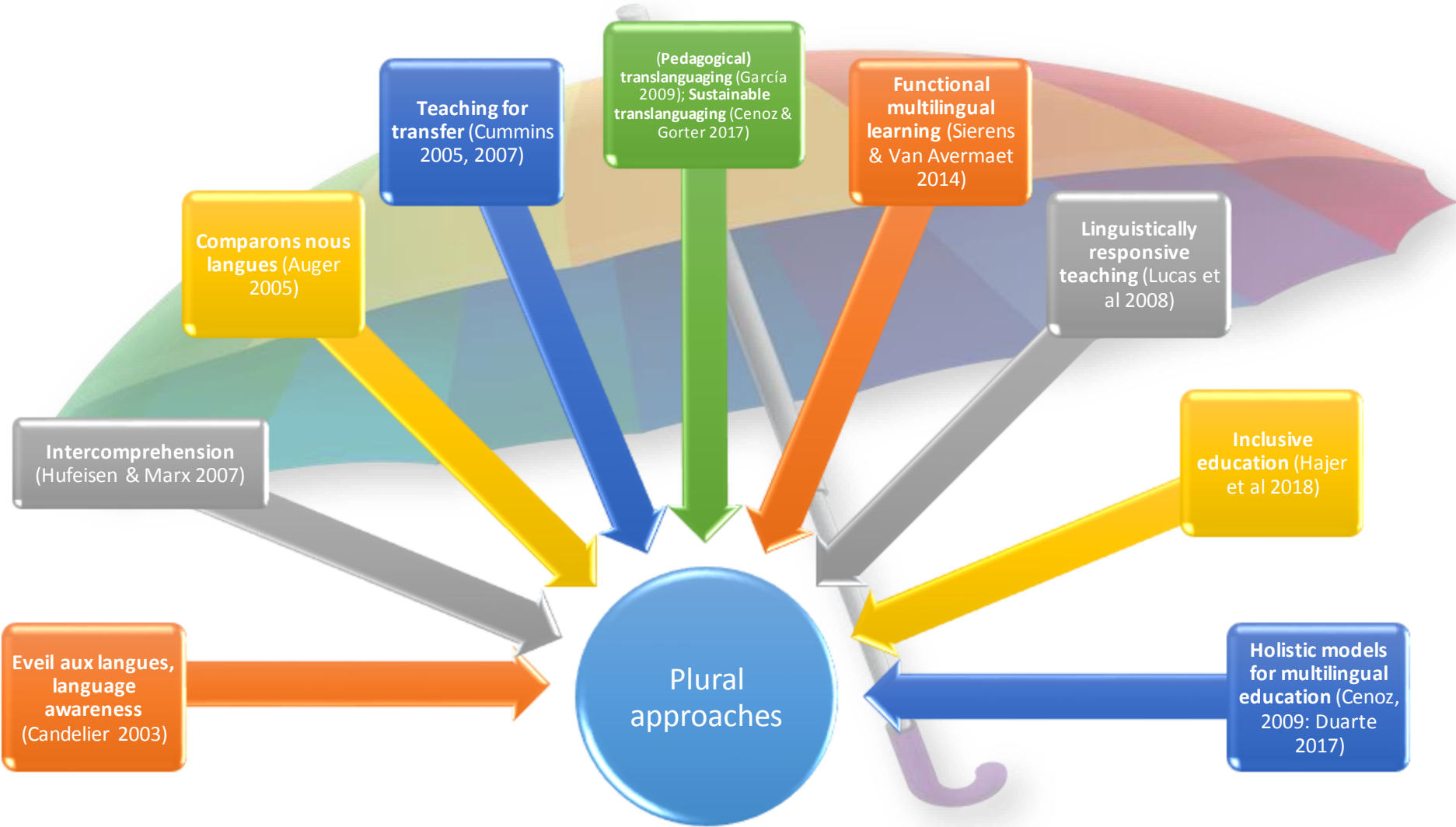
■ Principles (Duarte, 2017; Duarte & Günther-van der Meij, 2018):

Based on
knowledge on
teachers'
professional
development

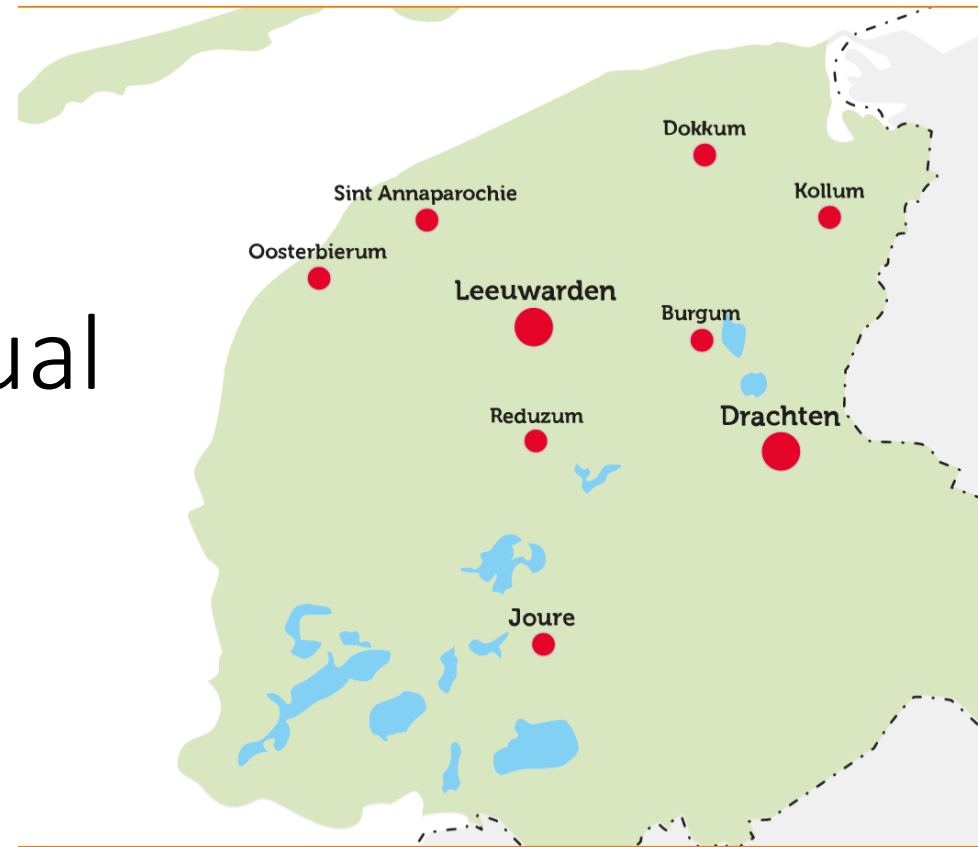
Aimed at different
school types &
settings

Including different
types of home,
school and foreign
languages

Different
approaches for the
inclusion of
multiple languages
into a model



2. Putting plurilingual education into practice

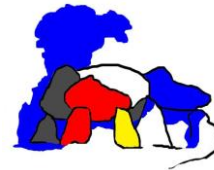


Recent developments in the Frisian context

1. Less language separation of the language(s) of schooling
2. Integration of migrant languages in the existing (trilingual) model
3. Using pupils' plurilingual repertoires for teaching and learning

“How can we integrate other languages in our trilingual concept without speaking those languages?” (CBS De Flambou)

“How can we guarantee that minority and migrant languages have an equal position at our school?” (OBS De Jasker)



12 PE schools
24 Teachers
600 Pupils

8 PE schools
20 Teachers
500 Pupils

15 PE schools
15 Teachers
550 Pupils

6 SE scholen
18 Teachers
550 Pupils

LANGUAGE
 AWARENESS

LANGUAGE
 COMPARISON

RECEPTIVE
 MULTILINGUALISM

CLIL

IMMERSION

Nederlands (meestal)
 moedertaal thuis taalregels
 iedereen (fam vrienden sociale werk)
 overal waar ik met nederl. ben
 functioneel, informeel van alles
 denken praten dromen

Frans (zomer)
 familie, vakantie,
 motie taal, meer loeft
 vakanties, vrienden
 onbekenden, fransen
 weg vragen, eten en drinken
 kennis vergaren

Engels (vaak)
 tante, familie, geschied
 middelbare school
 familie, muziek, vrienden
 vakantie, studie, klanten
 onderwijs, bijlessen,
 dagelijkse dingen,
 vragen op vakantie

Duits (vakanties + werk)
 middelbare, werk in
 horeca + winkel, boke taal
 klanten, Duitsers
 werk, vakanties, saken
 kleding / eten / afrekenen
 hulp verlenen

Frans (zomer)
 muziek (gerageid/angelekt)
 emoties
 alleen, vrienden, les
 thuis, studio, school
 verdrict, big shop, ontlaad
 levensgebeurtenissen
 emoties versterken of af-
 zwakken

Bo

Engels
 2 2 1 2
 klanten
 studenten
 toeristen
 vriend
 kruidvat
 school
 thuis
 vaak

Fries
 2 4 4
 leerlingen
 klanten
 vriend
 klaslokaal
 thuis
 KV
 soms

Nederland
 1 1 1 1
 Ouders
 vriend
 vrienden
 docenten
 Overal in NL
 altijd

Thiar

vaak

soms

Whatsapp taal
 2 5 5 2
 Doet me denken aan verbondenheid.
 Erg vaak

TURKS = turkije
 met mama altijd = thuis
 1
 Audeis + vrienden + school (in de gang)
 Broers
 denken
 geheim
 Boos rekenen
 Dieren

FRANS
 3 2 3
 in het boek
 Frans

NEPERLANDS = België
 2 1 1 1
 denken geheim
 Dromen
 Rekenen
 Dieren

ARABISCHE
 4 4 4 4
 ik spreek geen
 arabisch alleen bij
 moskee
 imam
 1
 moskee + thuis
 cola etc. etc.

LANGUAGE
AWARENESS

LANGUAGE
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MULTILINGUALISM

CLIL

IMMERSION

Arabisch: tarhib

Fries: Wlkom

engels: Wel.Come

Spaans: bienvenido

Deens: Velkommen

grieks: alosoiste

Somali sch: Soo dhowow

Bosnisch: dobrodōšli

Frans: bienvenue

Fins: tervetuloa

italiaans: benvenuto

Duits: herzlich Willkommen

WELKOM
Meike

Meike

Ciao

Welkom = Nederlands
i mirē pritur = Albanees
inilhwani bedehina met'u = Amhaars
tarhib = Arabisch
Bari galust = Armeens
XOŞ gəlmisiniz = Azerbeidzjaans
Ongietorri = Bashisch
Sbāgata = Bengaals
Kyaoso = Birmaans
dobradošli = Bosnisch
dobre doşhül = Bulgaars
benvinguda = Catalaans
pag-abidai = Cebuano
Huānying = Chinees (traditioneel)
benvenuto = Corsicaans
velkommen = Deens
herzlich willkommen = Duits
welcome = Engels
bonvenon = Esperanto
teretulnud = Estisch
tervetuloa = Fins
bienvenue = Frans
wilkom = Engels

receptie
wie
tour
eiffel

LANGUAGE
AWARENESS

LANGUAGE
COMPARISON

RECEPTIVE
MULTILINGUALISM

CLIL

IMMERSION

brain

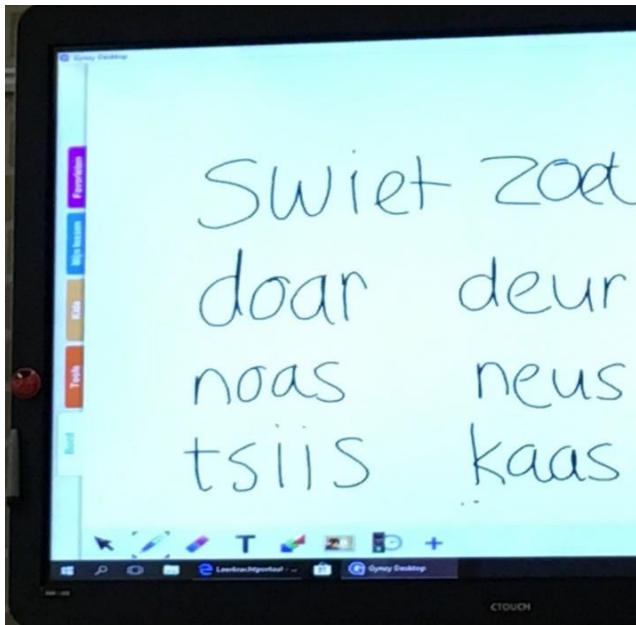
LANGUAGE
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IMMERSION



Geschiedenis

Toen vroeger Friesland nog een apart land was, gingen ze naar Engeland. Toen ze daar aankwamen, veranderde de talen een beetje. Het begon een beetje op elkaar te lijken. Toen ook de Nederlanders kwamen, begon ook het Nederlands op beide talen te lijken. Uiteindelijk kwam Friesland bij Nederland in, en werd het een provincie. Vandaar dat deze 3 talen erg op elkaar lijken.



False friends

Bij sommige woorden in een andere taal zou je verwachten dat het een bepaalde betekenis heeft. Bijvoorbeeld bij het woord mug, als je mug in het Engels ziet zou je verwachten dat het ook mug in het Nederlands betekent, niet dus. Het Engelse woord mug betekent in het Nederlands beker. En nog een voorbeeld is bijvoorbeeld sparrow waarvan zou je verwachten dat het spreuw in het Nederlands betekent, maar het betekent mus. En zo kan je nog wel wat van die false friends noemen, zoals acorn is in het Nederlands niet eekhoorn maar eikel en deer betekent niet in het Nederlands dier maar hert.



Ingelsk	Nederlânsk	Frysk
Engels	Nederlands	Fries
English	Dutch	Frisian
Cat	Kat	Kat
Blobfish	Blobvis	Blobfish
Dog	Hond	Hûn
Deer	Hert	Deer
Goose	Gans	Goes
Kine	Kij	Koerien
Scheep	Skip	Schaap
Axolotl	Axolotl	Axolotl
Blackbird	Merel	Blackbird
Tiger	Tijger	Tiger
Horse	Paard	Hynder
Guinea pig	Cavia	Guinea pig

LANGUAGE
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We think that in general there can be more Frisian in the city, as Ljouwert is the capital of Friesland and attracts many tourists.

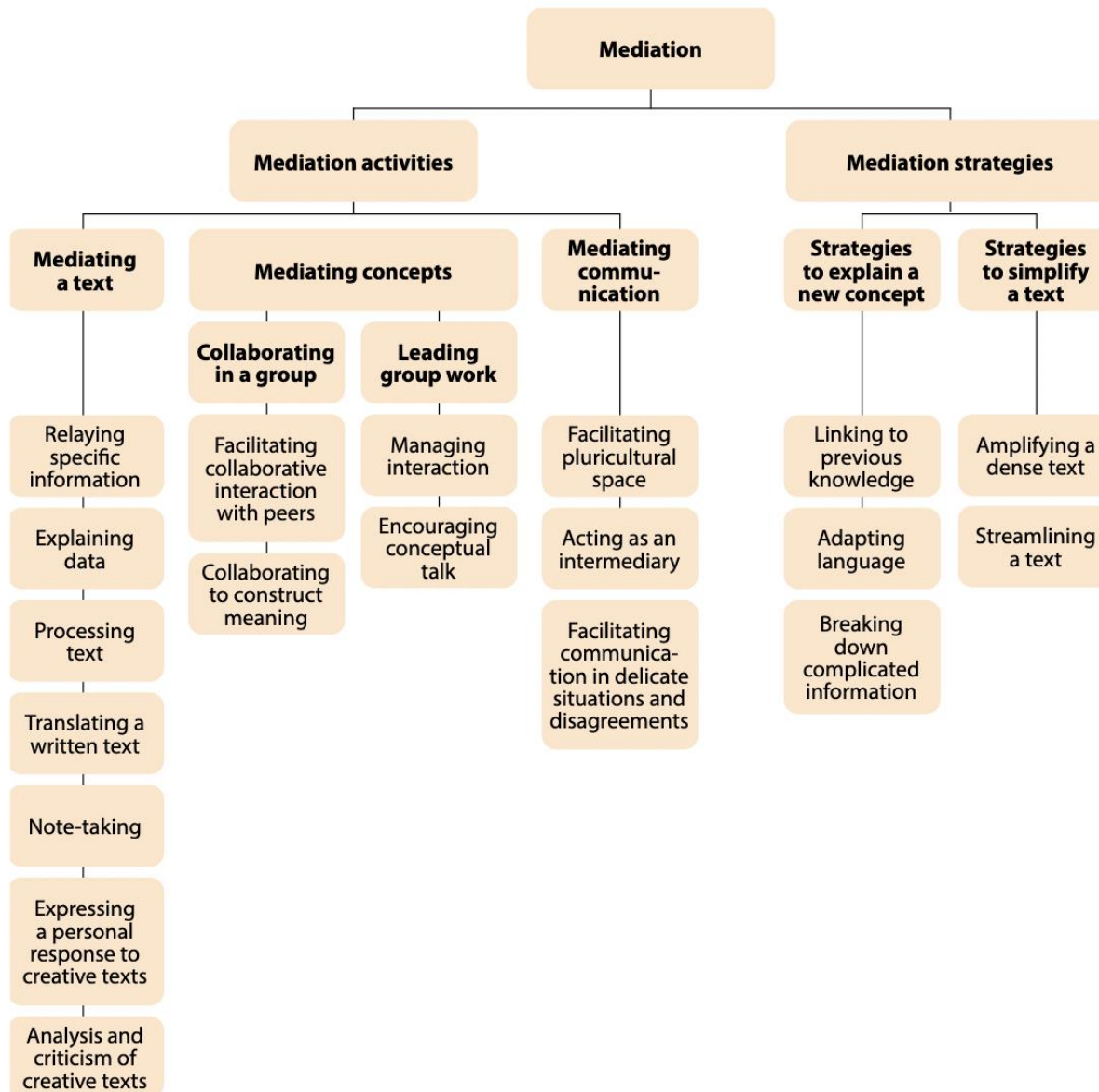
So to conclude we find that the visibility of Frisian in urban areas should be increased..

Linguistic landscapes with newly arrived pupils

Op de ISK werden nieuwkomers zich
bewust van de talen in hun omgeving.

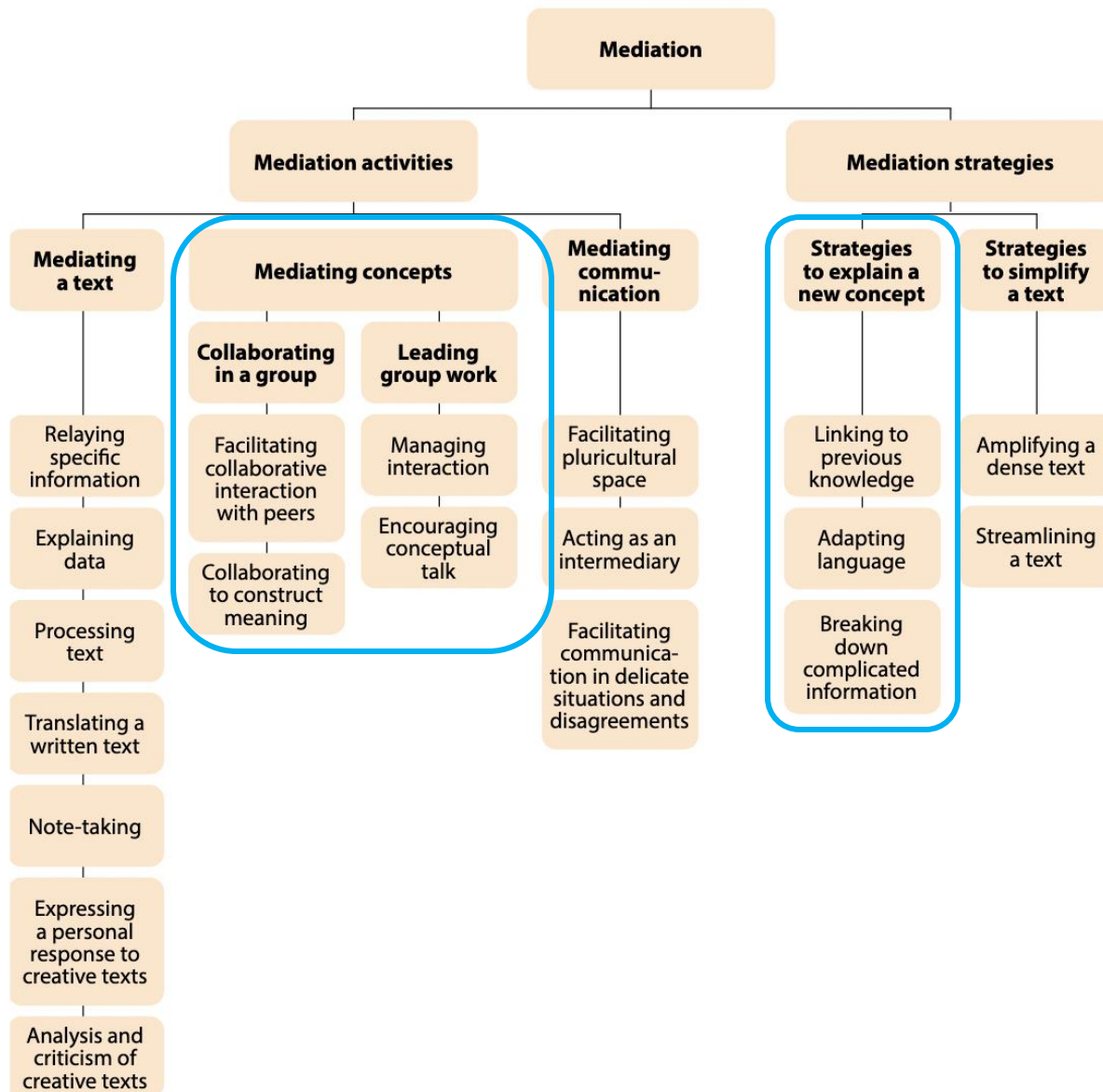
The mediation of plurilingualism

- Through mediation, language serves different purposes:
 - creating pluricultural space for communication and learning;
 - reducing affective blocks/tensions;
 - building bridges towards the new, the other;
 - (co-)constructing new meaning;
 - passing on information (and simplifying, elaborating, illustrating or adapting);
 - acting as intermediary.



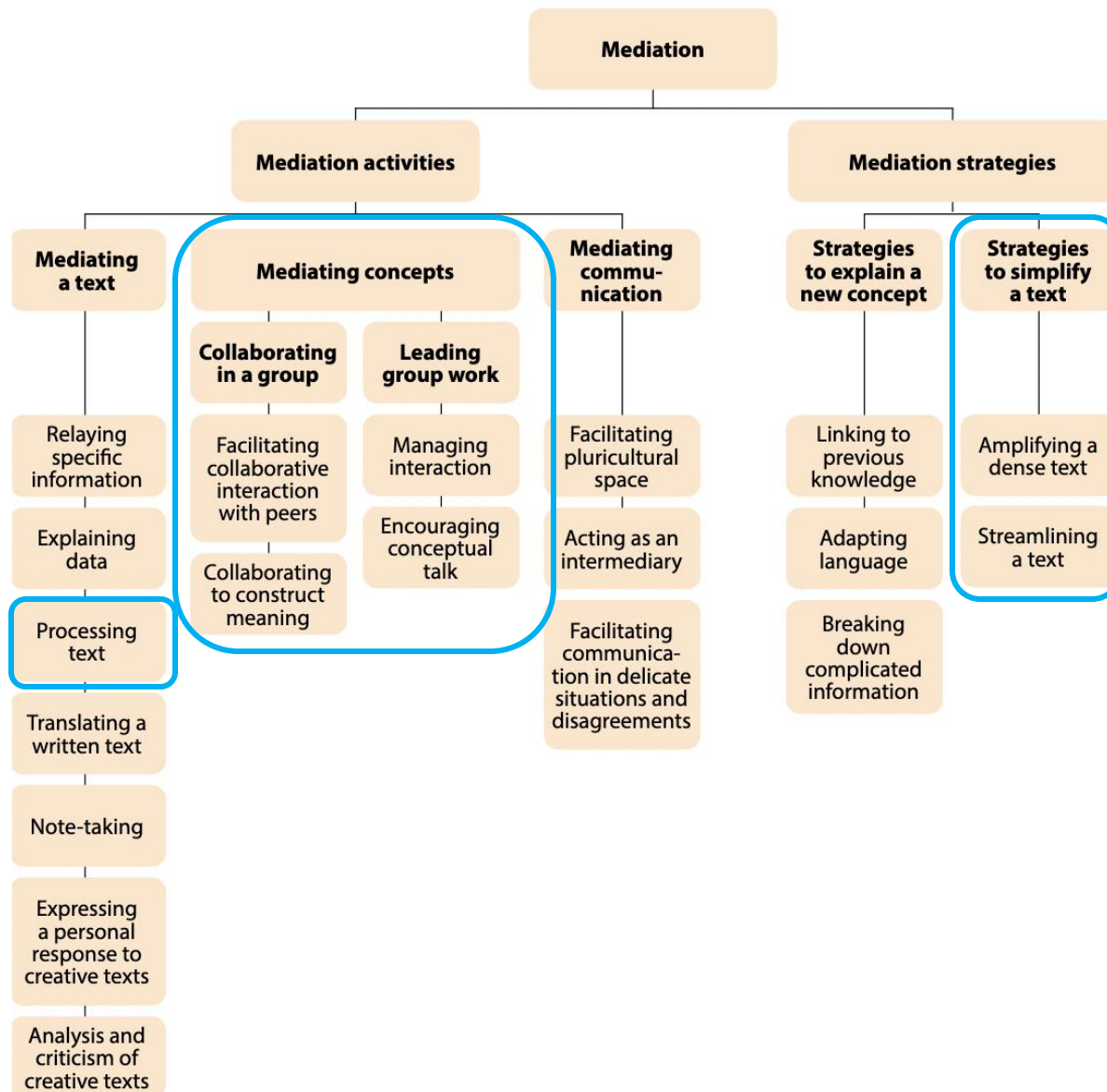
CROSS-LANGUAGE MEDIATION IN THE PRIMARY ENGLISH CLASSROOM (pupils aged 9/10)- English, Dutch, Frisian

- Teacher: I wanted to talk about language today. Language. It has to do with communication. I'm going to talk in English, Dutch and sometimes in Frisian. So, let's see how that goes and whether you can understand what I'm saying. And sometimes I'll explain in your mother tongue. Can someone try and translate what I've just said? **Wie weet wat ik net zei?**
- Pupil: **Je zei dat je misschien** would talk a little bit in English, a little bit in Dutch and a little bit in Frisian.
- Teacher: Ok. So, we're going to look at our own language and languages from other countries or from our own province, Friesland. Yes? So, language. Why do we use language? **Waarom gebruiken wij taal? Wêrom brûke wy taal?**
- Pupil: To talk in other languages and to communicate with each other.
- Teacher: Ok, to communicate. Communication. Eh, to talk with each other. To understand each other. What does that mean, understand each other?
- Pupil: **Dat je elkaar goed begrijpt. Yn de mienskip.**

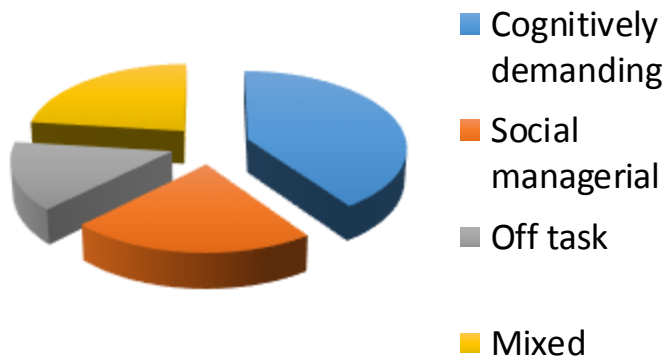


Mediating concepts in the history class





The role of cross-linguistic for learning mediation



3. Effects of developing plurilingual approaches



What teachers and pupils learn through plurilingual education

- **Teachers** learned about:
 - Theirs pupils' plurilingual repertoires, the role of plurilingual competences for learning and wellbeing, pedagogical translanguaging, how to plan for different approaches of the holistic model.
- The effects of our interventions on the **students** can be divided into three categories:
 - Increased self-confidence
 - Critical thinking about language hierarchies and attitudes
 - Metalinguistic knowledge

What teachers say about the pupils

"Their languages are taken seriously. They also know that Dutch and Frisian have dialects."

"They have experienced that their own language is also important when learning a new language."

"Some students know many languages. You can see their confidence grow when their language is on the board and they can tell you something about it."



What plurilingual pupils say



“I liked doing things in my own language. But I also enjoyed hearing about my classmates' languages. I learned better using my own language and found it easier to learn, including English. I thought it was important that I could use things in my own language because normally that is never allowed.”

(Arabic speaking pupil, aged 11)

“I found it interesting to hear the languages of the other children. I really enjoyed being able to speak and write in my own language. I especially liked the presentation. It was also funny that the languages of my group (Russian and Bosnian) also sounded like my language (Czech). It does sound different from English. But sometimes not.”

(Czech-speaking pupil, aged 12)

Effects on mono/bilingual pupils



4. Summary and tasks for the breakout rooms



Summary

- Main framework for plurilingual education are **powerful language learning** environments
- Need for a **holistic perspective** on the several existing plurilingual approaches in order for teachers to be able to plan for activities for the teaching OF languages and ABOUT languages
- Plurilingual education covers the **teaching of all languages and varieties**, be they languages of schooling, foreign languages, regional or minority languages, or classical languages – must be tailored to the context (use CEFR descriptors).
- Teachers need to **experiment safely** with several plurilingual activities in order to develop an own approach.
- Putting plurilingual education into practice has **affordances** for both teachers and pupils (including those growing up with one, two or several languages).
- A plurilingual approach cannot be developed over night – it's a **process**.

Languages

Dominance of national language
 Separate foreign language instruction
 Additional languages are ignored

Dominance of national language
 Separate foreign language instruction
 Inclusion of other languages of instruction (minority or migrant)

National language instruction perceived in relation to other languages of the pupils and the region (plurilingual repertoires). Valorisation and use of migrant languages. Special focus on fostering multiliteracies

Language use

Language separation / native speaker ideal

Language separation / native speaker ideal

Language awareness and comparison (pupils as language experts), translinguaging

Language in the subjects

Little attention given to language issues and to multilingualism

Incidental integration of language and subject teaching

Systematic integration of language, multilingualism and subject teaching.

Stakeholders

Individual teachers (little cooperation)

Small group of teachers working together

Whole school approach with parental inclusion

Policy

No explicit language policy or teacher training

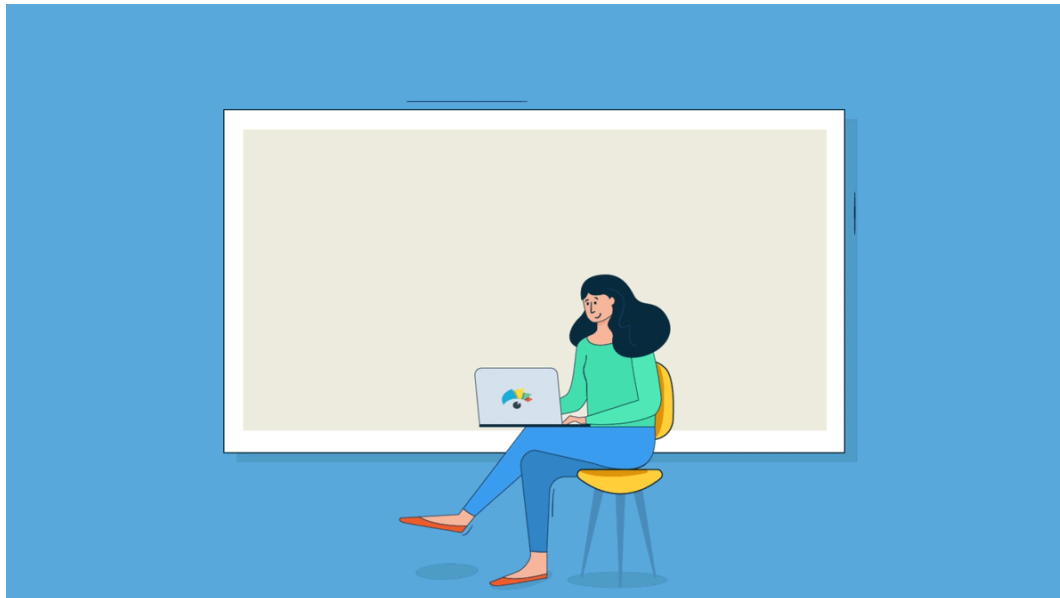
Language policy for CLIL in certain subjects

Clear plurilingual language policy for all stakeholders

Tasks for the breakout rooms

- Think of a name for your group! Share with each other which two activities from the handout each of you focussed on and why.
- Then, discuss the following aspects:
 - What differences could you observe between the learning of languages and the learning about languages in the activities you analysed?
 - Place your results in this Padlet and mention your group's name:
https://padlet.com/coe_education/emts2fwineydbi2n
 - What languages would be included if the activities were to be carried out in your settings? Which languages of schooling and which home languages of the pupils? What would you change/add/adapt?
 - Place your results in this Padlet and mention your group's name:
https://padlet.com/coe_education/2lkzeeyun7idst6u
 - Can you put plurilingual education into practice in your group? Develop a joint activity to put plurilingual education into practice involving all your pupils' language (maybe you can even implement it using eTwinning).
 - Place your results in this Padlet and mention your group's name:
https://padlet.com/coe_education/nqypl6sso320yzv8

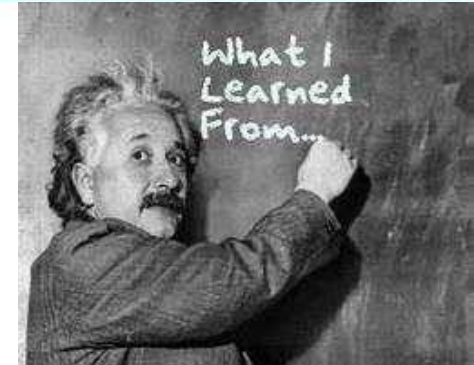
5. Presentation of group work



6. Wrapping it up



What will you take home?



Could you please take a few moments to share with the group what you take home from today's webinar? Do you think you are better equipped to put plurilingual education into practice?

Share your thoughts in the Padlet, please.

https://padlet.com/coe_education/9tg84i5mhcty1kq0

- Duarte, J. & Günther-van der Meij, M.T. (2018). A holistic model for multilingualism in education. *EuroAmerican Journal of Applied Linguistics and Languages, Special Issue, Volume 5, Issue 2*, 24-43.
- Duarte, J. & Günther-van der Meij, M.T. (2020). “We learn together” - translanguaging within a holistic approach towards multilingualism in mainstream education. In: Panagiotopoulou, Argyro, Rosen, Lisa & Strzykala, Jenna (red.), *Inclusion, Education, and Translanguaging: How to Promote Social Justice in (Teacher) Education?* Springer.
- Günther-van der Meij, M.T. & Duarte, J. (2020). Tower of Babel or Garden of Eden? Teaching English as a foreign language through a translanguaging lens. In: Zhongfeng, Tian, Aghai, Laila, Sayer, Peter & Schissel, Jamie (red.), *Envisioning TESOL through a Translanguaging Lens: Global Perspectives*. Springer.