



Det Nationale
Center for
Fremmedsprog

FLERSPROGETHED ENGELSK

MATERIALEPAKKE 1

Denne materialepakke er udarbejdet med støtte fra NCFF til uddannelsen sprogfagsvejleder i et samarbejde mellem:

- Københavns Professionshøjskole
- Københavns Universitet
- VIA-University College
- Roskilde Universitet
- Syddansk Universitet
- Aarhus Universitet
- UC-Syd

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MATERIALEPAKKE 1: FLERSPROGETHED – ENGELSK

Indhold

Denne materialepakke indeholder følgende:

- Del 1: Video og refleksionsspørgsmål om flersprogethed.
- Del 2: Inspiration til, hvordan man kan arbejde med flersprogethed. Denne del indeholder task-eksempler og aktiviteter henvendt til grundskole og/eller gymnasium.
- Del 3: Litteraturliste til video med læseguide.

Del 1: Video og refleksionsspørgsmål

Introduktion

The video offers a condensation of the reading material provided, which relates to the construct of translanguaging. The video also serves as a supplement to the material presented at the plenary course as well as the core reading material (Garcia & Seltzer, Cummins and Burner & Carlsen). The video is meant to yield professional reflection for practice. In addition to the content information, we offer practical examples and provide stimuli for discussion in your study groups as well as input to assist you in developing your English instruction in relation to this area.

Core texts to read before or after watching this video. We suggest reading them in the following order to assist your reading comprehension:

1. Garcia, O., & Seltzer, K. (2016). The translanguaging current in language education. In B. Kindernberg (Ed.), *Multilingualism as a Resource*, pp. 19-30. Liber.
2. Burner, T., & Carlsen, C. (2019). Communicative skills in multilingual classrooms. In T. Burner, C. Carlesn, & K. Kverndokken, (Eds.), *101 Ways to Work with Communicative Skills*. Fagbokforlaget.
3. Cummins, J. (2019). The emergence of translanguaging pedagogy: A dialogue between theory and practice. *Journal of Multilingual Education Research*, (9)13, 19-36.

See Del 3 for questions to support your reading of the three core texts.

Video

<https://youtu.be/nucG5EaIDy0>

Refleksionsspørgsmål

The video provides some questions for discussions. You may also address the following questions with your study group:

True or false?

- Language learners require maximum exposure to and productivity in the target language in order to learn it successfully.
- It is counterproductive for a student to use his/her L1 in the English classroom.
- The more languages you speak, the harder it is to learn new languages.
- Code-switching (shifting between several languages) can be considered an effective communicative strategy in the English classroom.



Consider your own classroom(s):

- What potential do you see for practising translanguaging? And what challenges might there be?
- When do you shift between languages in your instruction? And when do you allow your students to shift?
- Do you have students who could use a self-efficacy boost when it comes to language learning? Could you apply principles of translanguaging to provide that?

Consider your own language pedagogy:

- Do you consider your students' L1 (and other languages) to be in competition with English?
- What is your stance? Your set of beliefs about bilingualism and translanguaging.
- How would you characterize your design? The way you organize the physical space of the classroom and all instruction. Could/will you do more to bring the translanguaging corriente to the surface?



Del 2: Task-eksempler, aktiviteter og refleksionsspørgsmål

Denne del af materialepakken er ment som inspiration til, hvordan du kan arbejde med tasks, og består af i alt 5 eksempler på tasks og aktiviteter. Nogle af dem kan bruges både i grundskole og gymnasium, mens andre er henvendt til et specifik klassetrin.

1

Title

Language Portraits

Målgruppe

Denne task kan anvendes både i grundskolen og i gymnasiet.

Beskrivelse

1. Students are given an outline of a body on a piece of paper (or they can use a picture of themselves, an outline of a brain, or you name it).

2. Using markers or crayons, students are asked to paint their own language portrait.

Scaffolding:

- You can discuss with the students how to symbolize a country: flags, foods, brands, sports, stereotypes, national heroes, etc.

- You can model the task explicitly by showing students your own language portrait. Upside: They see how to do the task. Downside: They may copy your way of representing languages.

Assignment for the students:

A language portrait is a portrait of your relationship with languages. Draw your own portrait. What languages do you:

- Speak?
- Understand?
- Read?
- Write?
- Know a little bit of?
- Don't speak but would like to? and so on.

Suggestions for discussion of portraits afterwards (in groups, with or without the teacher):

- Which languages do you know?
- Why did you place the languages as you did in the drawing?
- Why did you represent the languages in the way that you did?
- Why did you choose the colors you used?
- How did you learn each language? Why?
- With whom, where and when do you speak each language?

Læringsmål

The student becomes aware of his/her own linguistic repertoire.



The students become aware of the collective linguistic repertoire of the class.

The students gain metalinguistic awareness.

Tidsforbrug

90 minutes - or more, depending on how you want your students to present their portraits and what you use them for afterwards.

Materialer

A piece of paper with an outline of a body/brain/person

Crayons or markers

Organisering af elever

Individually

Groupwork or presentations to discuss the portraits.

Refleksionsspørgsmål

- Do you think the language portrait task is relevant for your classroom and your students?
- How would the discussion of the portraits be different across age groups, from 1st to 10th grade?
- Is there a particular class or age group that you think it is especially relevant for?
- According to Langer, "by providing a body image, body portraits offer the possibility of reflecting on one's communicative repertoire both from the 'inner' perspective of the experiencing subject-body as well as from an 'external' perspective on the object-body." What does that mean in relation to doing language portraits?
- How would you use it? Introduce it? When? To what purpose?
- What are the pros and cons of you modelling the activity beforehand, i.e. showing them your own language portrait and offering your own story?
- Would you use a body outline or something else?
- What would the learning objectives of this task be?
- How could this task be developed or expanded to include a communicative activity, e.g. an information gap?



2

Titel

Color Memory Game

Målgruppe

Grundskole

Indskoling

x

Mellemlerin

Udskoling

Beskrivelse

I denne aktivitet skal eleverne spille et vendespil med farverne 'rød', 'blå', 'grøn' og 'gul' på dansk, engelsk og italiensk. Formålet er at høre eleverne bevidste om ligheder og forskelle i ord og stavemåder på forskellige sprog.

Eleverne spiller vendespillet i par og skiftes til at vende tre kort.

Som en hjælp til eleverne er der på hvert ordkort øverst en cirkel, hvor farven på ordet er markeret. Vender eleven tre ordkort, der alle har fx en rød farve i hjørnet, får eleven stikket.

Læringsmål

Eleverne kender farveordene på engelsk

Eleverne får viden om, at farveordene ligner hinanden på tværs af sprog

Eleverne begynder at opdage, at ligheder på tværs af sprog kan bruges som receptive og produktive strategier

Materialer

Link til spillepladen: https://tidligeresprogstart.ku.dk/engelsk/materiale/forloeb-1/forl_b_1_memory_game_engelsk.pdf/

Refleksionsspørgsmål

- Hvad får dine elever ud af at arbejde på tværs af sprog på denne måde?
- Hvilke andre emneord kunne bruges til en øvelse som denne?
- Hvordan vil du introducere og stilladsere en øvelse som denne over for dine elever?
- Hvordan vil du fortsætte arbejdet med disse emneord, f.eks. som led i et længere forløb?
- Selvom eleverne måske endnu ikke kan tale i hele sætninger, kan de godt kommunikere med hinanden, og ifølge Merrill Swain er output helt central for sprogtilegnelse. Hvordan kunne øvelsen udvides, så den inkluderer en kommunikativ øvelse, hvor eleverne også får deres mundtlighed/produktive færdigheder i spil?

Udviklet af

Tidligere Sprogstart, Københavns Universitet: <https://tidligeresprogstart.ku.dk/>

5



3

Titel

Mix and Match: Family Members

Målgruppe

Grundskole		Mellemtrin		Udskoling	
Indskoling	x				

Beskrivelse

I denne aktivitet skal eleverne arbejde med engelske, islandske og tyske familieord. Eleverne kan både lytte til ordene og se/læse dem. Familieordene på de tre beslægtede sprog er fonologisk og ortografisk transparente, så eleverne vil både i udtalen af ordene og i ordenes retstavning kunne gætte sig frem til, hvilke ord der betyder hvad. Som afslutning på aktiviteten kan du tale med eleverne om sproglige ligheder og forskelle mellem ordene, hvor du fx kan fremhæve ligheden i udtalen eller de ens begyndelsesbogstaver.

Læringsmål

Eleverne kender familieordene på engelsk, både ortografisk og fonologisk

Eleverne får viden om, at ordene ligner hinanden på tværs af sprog

Eleverne begynder at opdage, at ligheder på tværs af sprog kan bruges som receptive og produktive strategier

Eleverne kan koble bestemte lyde med stavemåder

Materialer

Link til task online: <https://sprogleg.dk/mod/scorm/player.php>

Refleksionsspørgsmål

Hvad får dine elever ud af at arbejde på tværs af sprog på denne måde?

- Hvilke andre emneord kunne bruges til en øvelse som denne?
- Hvordan vil du introducere og stilladsere en øvelse som denne over for dine elever?
- Hvordan vil du fortsætte arbejdet med disse emneord, f.eks. som led i et længere forløb?
- Selvom eleverne måske endnu ikke kan tale i hele sætninger, kan de godt kommunikere med hinanden, og ifølge Merrill Swain er output helt central for sprogtilegnelse. Hvordan kunne øvelsen udvides, så den inkluderer en kommunikativ øvelse, hvor eleverne også får deres mundtlighed/produktive færdigheder i spil?

Udviklet af

Tidligere Sprogstart, Københavns Universitet: <https://tidligeresprogstart.ku.dk/>

6



4

Titel

Plurilingual Translation Treasure Hunt

Målgruppe

Grundskole					
Indskoling		Mellemlerin	x	Udskoling	x
Gymnasial ungdomsuddannelse					
1. g	x	2. g	x	3.g	x

Beskrivelse

"At the Back of the Class" by Onjali Q. Rauf - about a class of English children who welcome a Syrian refugee boy into their midst. The text is an excerpt from the back cover of the book.

The text has been translated to other languages via Google Translate. Downside: The translations may not be correct. Upside: Students with in-depth knowledge of that language may be able to correct the text -> self-efficacy.

The task description:

I have a problem. I've lost my text. My original English text. Please help me get it back!

Below you will find four translations of my text in four different languages. In your group, please help me figure out which languages we have here and then translate as much of the text as possible. You can't use a dictionary or a computer. You have to use your own and each other's knowledge of all the languages you know. Don't be afraid to guess, compare and be creative. If you get stuck, you may ask students from other groups for help.

1. Vroeger was er een lege stoel achter in mijn klas, maar nu zit er een nieuwe jongen genaamd Ahmet in. Hij is negen jaar oud (net als ik), maar hij is heel vreemd. Hij praat nooit en lacht nooit... Maar toen leerde ik de waarheid: Ahmet is helemaal niet vreemd. Hij is een vluchteling, die is weggelopen voor een oorlog. Zijn alleen. Met bommen en pestkoppen die mensen pijn doen. Hoe meer ik over hem te weten kom, hoe meer ik wil helpen.

2.

"كان هناك كرسي فارغ في الجزء الخلفي من صفي ، ولكن الآن يجلس فيه صبي جديد يُدعى أحمد. يبلغ من العمر تسع سنوات (مثلي تماماً) ، لكنه غريب جدًا. لا يتحدث ولا يبتسم أبداً ... ولكن بعد ذلك تعلمت الحقيقة: أحمد ليس غريباً على الإطلاق. إنه لاجئ هرب من الحرب. وحيدون. بالقنابل والبلاطجة التي تؤذى الناس. كلما اكتشفت المزيد عنه ، زادت رغبتي في المساعدة"

3. Avant, il y avait une chaise vide au fond de ma classe, mais maintenant un nouveau garçon appelé Ahmet y est assis. Il a neuf ans (comme moi), mais il est très étrange. Il ne parle jamais et ne sourit jamais... Mais ensuite j'ai appris la vérité : Ahmet n'est pas du tout étrange. C'est un réfugié qui a fui la guerre. Sont seules. Avec des bombes et des brutes qui blessent les gens. Plus j'en apprends sur lui, plus j'ai envie d'aider.

7



4. Luokkani takana oli ennen tyhjä tuoli, mutta nyt siinä istuu uusi poika nimeltä Ahmet. Hän on yhdeksän vuotias (aivan kuten minä), mutta hän on hyvin outo. Hän ei koskaan puhu eikä hymyile ... Mutta sitten opin totuuden: Ahmet ei ole lainkaan outo. Hän on pakolainen, joka on paennut sodasta. Todellinen. Pommit ja kiusajat, jotka satuttavat ihmisiä. Mitä enemmän saan hänestä tietää, sitä enemmän haluan auttaa.

Additional scaffolding:

If a group/class is struggling, you can offer them the Norwegian translation as well, which is close to Danish:

Det pleide å være en tom stol bakerst i klassen min, men nå sitter en ny gutt ved navn Ahmet i den. Han er ni år gammel (akkurat som meg), men han er veldig merkelig. Han snakker aldri og smiler aldri ... Men så lærte jeg sannheten: Ahmet er ikke rart i det hele tatt. Han er en flyktning, som har rømt fra en krig. En ekte. Med bomber og mobbere som skader mennesker. Jo mer jeg får vite om ham, jo vil jeg hjelpe.

Answer key:

"There used to be an empty chair at the back of my class, but now a new boy called Ahmet is sitting in it. He's nine years old (just like me), but he's very strange. He never talks and never smiles ... But then I learned the truth: Ahmet isn't strange at all. He's a refugee, who has run away from a war. A real one. With bombs and bullies that hurt people. The more I find out about him, the more I want to help."

1. Dutch
2. Arabic
3. French
4. Finnish

See full task here: <https://docs.google.com/document/d/1NDc5hXybffP-SEKVjY6MjSUX3wX7leC6/edit?usp=sharing&ouid=107928138316847197931&rtpof=true&sd=true>

Læringsmål

The students are able to use their entire linguistic repertoire to solve the task.

The students become aware that knowledge about and experience with other languages is an asset when learning English.

The students train their strategic competence from a plurilingual perspective.

Refleksionsspørsmål

- How can this task be developed and adapted to fit with texts that you are currently using in your classroom?
- What age group is this task relevant for? How can it be adapted to fit with younger or older students?



- What would be your next step in a translanguaging-principled lesson plan following this activity?
How would you follow up on the experiences that students gain here?

Udviklet af

Lise Majgaard Mortensen



5

Titel

Reading multilingual poetry

Målgruppe

Grundskole					
Indskoling		Mellemlerin	x	Udskoling	x
Gymnasial ungdomsuddannelse					
1. g	x	2. g	x	3.g	x

Beskrivelse

Multilingual poems are experimental texts that combine two or more languages, or elements thereof, to create interlinguistic and dynamic effects and readings on the levels of orthography, morphology, phonology, lexical-semantics and syntax. Multilingual poetry plays with the shapes, rules and structures of language (cf. Jacobsen 2021).

1. Choose a poem to read with your class. In the link below you will find some examples for different age groups and languages, but there is much more gold to be struck out there if you do not think any of these poems match your class.
2. Reading the poem. Do a shared reading of the poem with the whole class or in small groups. Read it aloud at least twice and give the students time to mull it over before you proceed.
3. Group work. In smaller groups, allow students to discuss the poem. Ask them to translate any unfamiliar words, preferably without using a dictionary - instead allow them to ask other students in the classroom for help (using the collective linguistic repertoire of the class).
4. Independent/pair work. Have students write their own multilingual poem (e.g. in connection with doing a language portrait as well), either alone or in pairs.

Culture aspect: Poems can be read as part of a topic on minoritized groups, e.g. Spanish/American.

Poems available in the attached file "Multilingual poetry".

Læringsmål

Students experience an example of translanguaging in practice.

Students see how their entire linguistic repertoire can be used to decipher a text.

Students are made aware that plurilingualism can work as strategic competence.

Refleksionsspørgsmål

- What age groups could this task be relevant for, from 1st to 10th grade?
- What do your students gain, linguistically and culturally, from reading plurilingual poems?
- How will you read the poem with your students? As a shared reading with the teacher, or allow the students to experience the poem on their own or in groups? What are pros and cons of both?
- What do your students gain, linguistically and culturally, from writing their own plurilingual poems (together or in groups)?

10



- How could you expand this task to include a communicative aspect, e.g. an information gap?
- What would be your next step in a translanguaging-principled lesson plan following this activity? How can you follow up on the experiences the students have gained here?

Udviklet af

Lise Majgaard Mortensen



Del 3: Litteratur

Litteratur fra video

Burner, T., & Carlsen, C. (2019). Communicative skills in multilingual classrooms. In T. Burner, C. Carlesn, & K. Kverndokken, (Eds.), 101 Ways to Work with Communicative Skills. Fagbokforlaget.

Cummins, J. (2019). The Emergence of Translanguaging Pedagogy. A dialogue between Theory and Practice. Journal of Multilingual Education Research. 9, 13.

<https://fordham.bepress.com/jmer/vol9/iss1/13>

Garcia, O., & Seltzer, K. (2016). The Translanguaging Current in Language Education. I: Kindenberg, B. (red.) Flerspråkighed som resurs. Liber

Læseguide til litteratur fra video

True or false?

- Language learners require maximum exposure to and productivity in the target language in order to learn it successfully.
- It is counterproductive for a student to use his/her L1 in the English classroom.
- The more languages you speak, the harder it is to learn new languages.
- Code-switching (shifting between several languages) can be considered an effective communicative strategy in the English classroom.

Questions for Garcia, O., & Seltzer, K. (2016):

- What is the difference between what Garcia & Seltzer call "named languages" and the language-user's "language system"?
- How do we define translanguaging?
- Why do native speakers often hold the most political and social power within a culture? Is it the same within your classroom?
- What is problematic about categorizing languages in the classroom as L1 and L2?
- What is the difference between code-switching and the practice of translanguaging?
Consider the example with Adolfo and Alicia.
- Can translanguaging only be applied in wholly bilingual classrooms?
- How does Mr Brown succeed in empowering his students through the translanguaging curriente in his classroom?

Consider your own classroom(s):

- What potential do you see for practising translanguaging? And what challenges might there be?
- Consider your own language pedagogy: Do you consider your students' L1 (and other languages) to be in competition with English?
- Do your students use English words or features interchangeably when they speak Danish? If so, do they (sub-/consciously) categorize their languages as belonging to one or another when they use them?
- Do you have students who could use a self-efficacy boost when it comes to language learning? How could you apply principles of translanguaging to provide that?



- What can you do to improve your own stance (set of beliefs about plurilingualism), your instructional and classroom design, and your shifts (ability to go with the language flow and be flexible with plurilingual students) in order to implement translanguaging in your classroom?

Questions for Cummins, J. (2019):

In his article, Cummins discusses the following assumption regarding the medium of instruction: the ‘monolingual instructional orientation’ - also referred to in the literature as the ‘two solitudes’ assumption and the ‘maximum exposure’ assumption.

- Why do you think that the assumption is referred to by Cummins (2007) as the “two solitudes” assumption?
- What are the main arguments for and against this assumption?
- What is your own opinion about this assumption and its pedagogical implications?
- What is your understanding of the debate in the USA between “bilingual education” vs. “English-only” education? How does this debate relate to the the “two solitudes” assumption?

Translanguaging pedagogy:

- In which way(s) does the translanguaging pedagogy relate to the two assumptions mentioned above?
- What do you think the meaning of the “principled use of L1” is? Why do you think the adjective “principled” is added to this linguistic expression?

Different names have been given in the literature (and mentioned in Cummin’s article) to the pedagogy where there is a “principled use of the L1: translanguaging pedagogy, crosslinguistic pedagogy, multilingual/bilingual teaching strategies, multilingual instructional practices, teaching through a multilingual lens, interlingual teaching and heteroglossic instructional practice.

- Do you think there is a special connotation in each name? Which one would you like most in the Danish context and why?
- Explain in your own words what the Canadian Linguistically Appropriate Practice (LAP) consists of.
- What are your views on the The Dual Language Showcase and the Multiliteracies Projects carried out in Canada? Are you aware of similar projects in Denmark?
- In what respect does García’s (2017) notion of critical multilingual language awareness relate to translanguaging pedagogy?

The cases discussed by Cummins in pp. 19 and 20 relate to bilingual immersion programs in Canada and monolingual L2 programs in Belgium.

- Explain in your own words what the difference is between these two types of instructional programs and foreign language teaching programs (e.g., the teaching of English, German, Spanish in high schools in Denmark). Useful concepts may be: majority (or dominant societal) language vs. minority language; second vs. foreign language context; and the composition of the classroom in terms of learners’ mother tongue and culture.



- Think about the pedagogical implications and the repercussions in terms of learners' identity of adhering to/supporting the monolingual or bilingual instructional orientation in each case.

In your own classrooms:

- Design a group writing assignment for your students in which you will follow the translanguaging pedagogy.
- Examine an activity you use with your students - observe if/when the students draw on crosslinguistic comparisons between their L1 and L2 (target language) to complete the assignment on (a) phonetics; or (b) some grammatical aspect; (c) or vocabulary. Consider when and why students move between the two languages.



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