

Promoting oral participation through plurilingual teaching



Altijana Brkan (NO),
Førsteamanuensis,
Høgskolen i Østfold
fransk



Line Krogager
Andersen (DK),
Postdoc,
Syddansk
Universitet
ungarsk, finsk,
tysk og engelsk

Importance of oral proficiency in foreign language learning and teaching

Comparable priorities for both teachers and students:

- Being able to speak the language highlighted as the most salient aspect of communicative competence (Andersen & Blach, 2010; Fernàndez, 2009)
- And intuitively as the most important part of mastering the language (Ur, 1996)
- The ability of speaking and listening the language rated by teachers and learners as the most important objectives of language learning and teaching (Fernàndez, 2009; Andersen & Blach, 2010)

Importance of oral proficiency in foreign language learning and teaching

«More talk where we do not just briefly answer questions. Longer sentences and conversations. I miss talking more, so that it is not just doing grammar, reading and translating. I miss having more conversations in French (...) I think that we have too much writing and not enough conversation. I would like more conversation in groups in class. More group work, so more students can speak a bit more.»
(Andersen & Blach, 2010, p. 154–155)

Focus on oral proficiency in the classroom requires a wide perspective

- Several partial goals must be trained: accuracy, fluency, complexity, adequacy and intelligibility/comprehensibility.
- High demands on the teachers: must be skilled in phonetics (sounds, stress, intonation) and phonology, lexicology, syntax, pragmatics...(Andersen, Fernández, Fristrup, & Henriksen, 2015)
- Teachers also need to develop skills in training and supporting learners in the use of adequate communication strategies (Griffith, 2013)
- It is also one of the most challenging activities for learners, as it engages them cognitively, socially and affectively (Burns, 2016)

LISE project

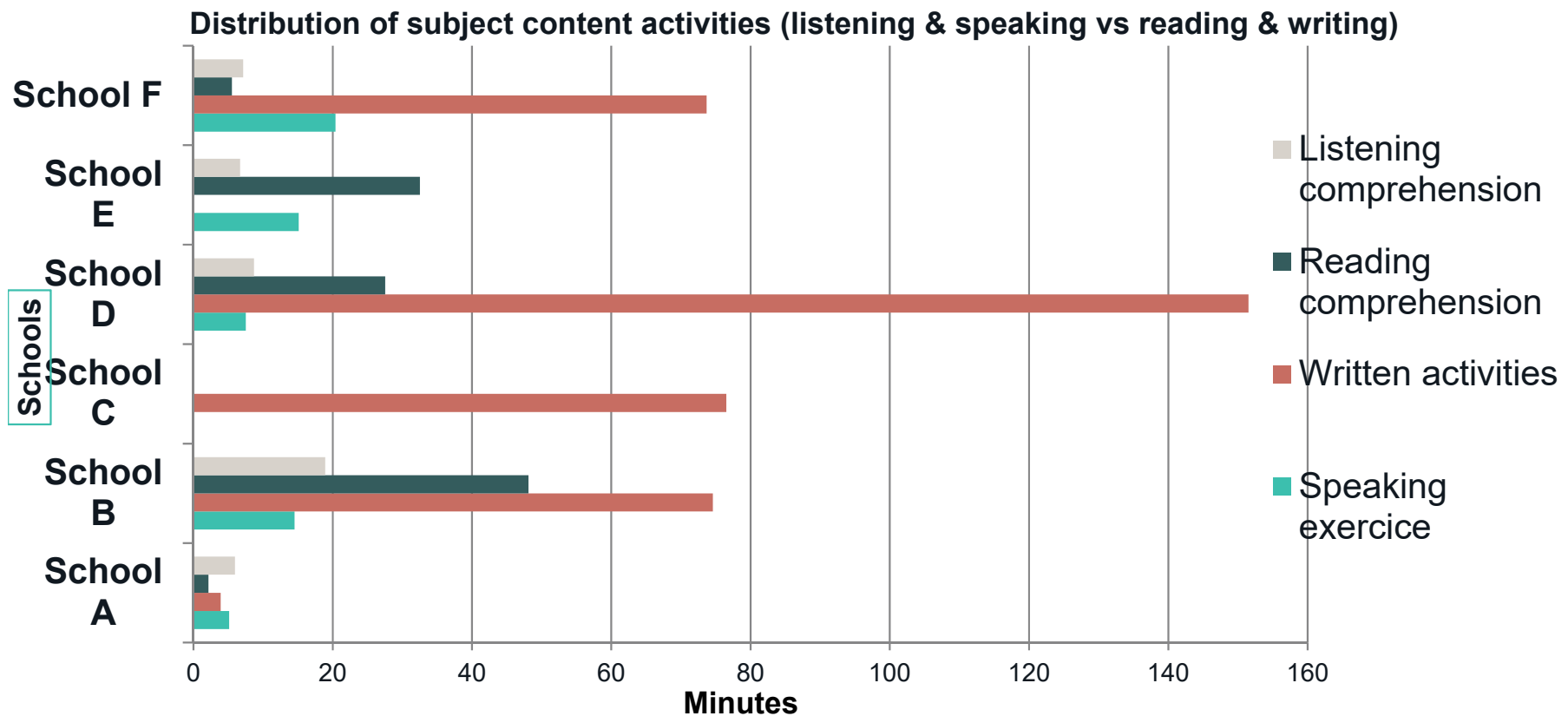
LISE is a large-scale video project that aims to gain new knowledge about naturally occurring classroom instruction over time

- Project design: Kirsti Klette
- Project leader: Lisbeth M Brevik
- Data collection round 1: 2015–17

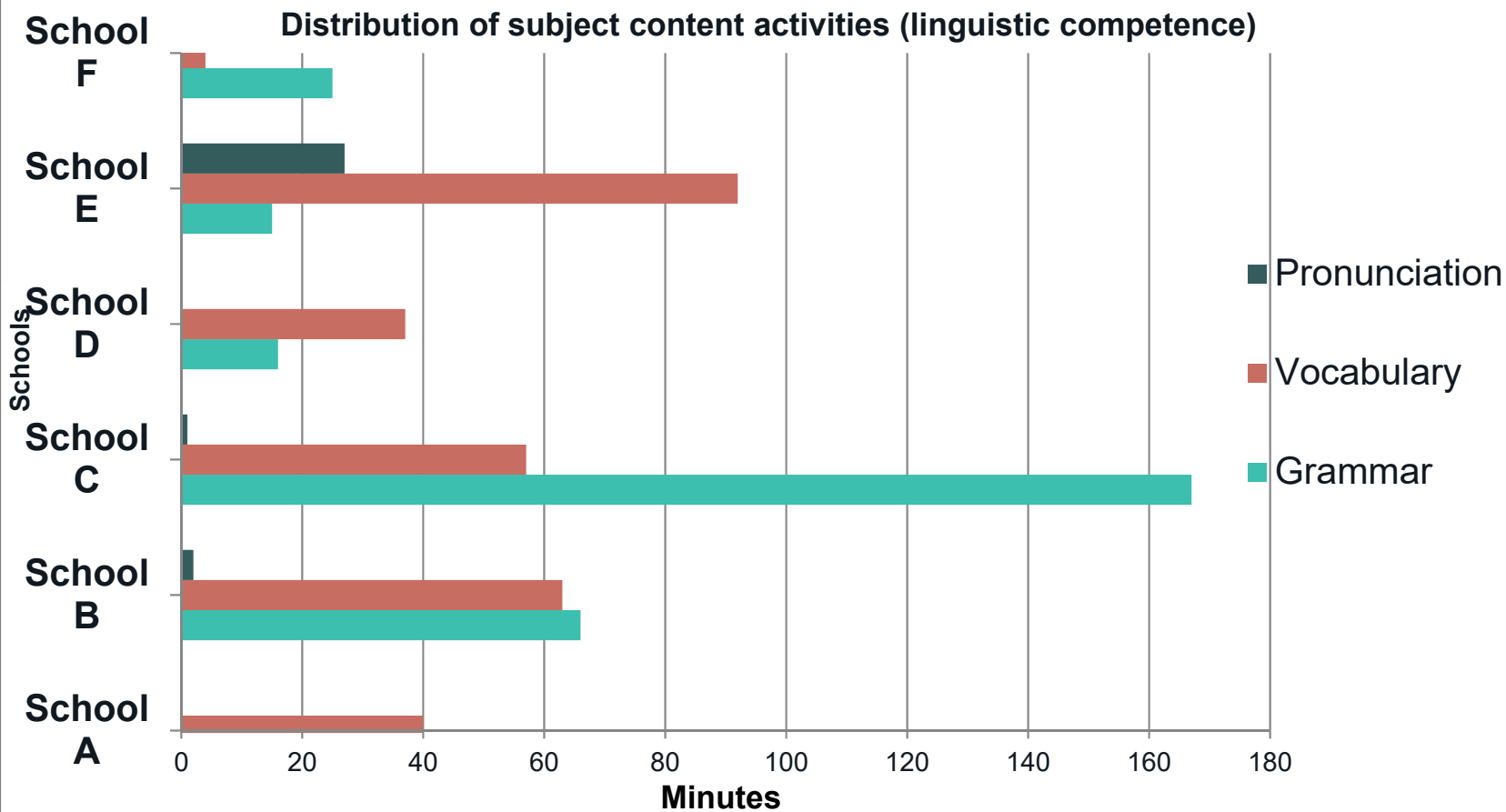
SAMPLE: 7 lower secondary schools, 7 classrooms, 9th and 10th grade

SUBJECTS: English, French, Math, Norwegian, Science, Social studies

Amount of time allocated to listening & speaking vs reading and writting



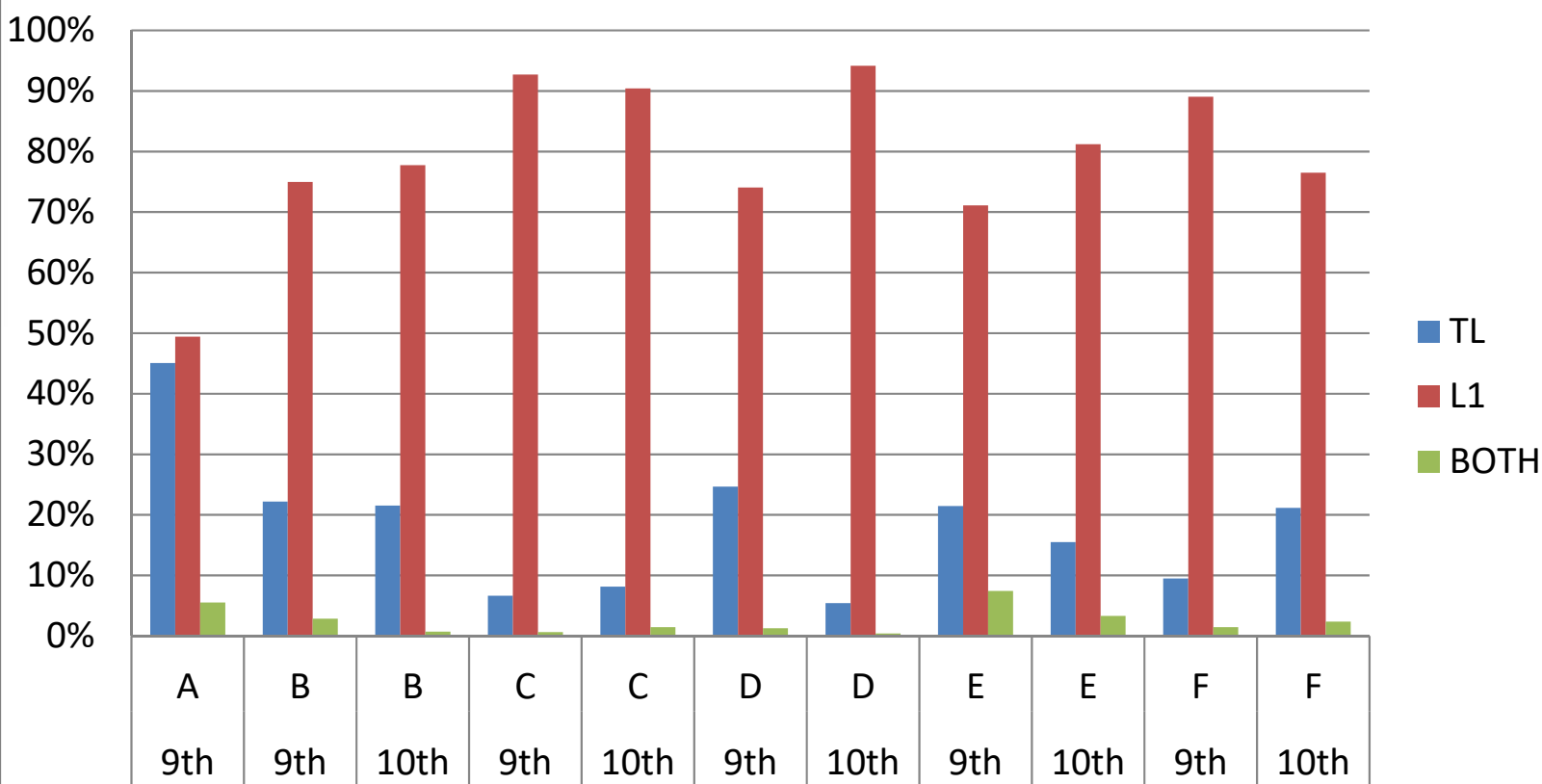
Amount of time allocated to pronunciation instruction



The balance between target language (TL) and first language (L1) use

- TL-only approach (Chrichton, 2009; Polio & Duff, 1994)
- Judicious use of L1:
 - More than 50% is «clearly not acceptable» (Ellis and Shintani, 2014 p.233-235)
 - 10-15% of L1 use could be reasonable (Macaro, 2005)
- Contextually framed language use recommendations (Edstrom, 2009; Ellis & Shintani, 2014)
- People don't finish learning one language before learning another (Cook, 2001; Daugaard & Dewilde, 2017)

Amounts of L1 and TL use: French



Percentages (in relation to speaking time) of L1 and TL use for each classroom (Vold & Brkan, 2020)

Contexts of L1 and TL use: French

- French was used for greetings, speaking exercises, vocabulary work and in individual or group tutoring
- Norwegian was used for written activities, grammar, vocabulary work and management purposes such as instructions, transitions, group organizations and behavioural management

Amounts of L1 and TL use: French vs English

In Norway, French (L3) is taught primarily in Norwegian (Vold & Brkan, 2020),

79% of time = Norwegian; 19% of time = French; 2% of time = Both

English (L2) is primarily taught in English (Brevik & Rindal, 2020)

77% of the time = English; 16% of time = Norwegian; 7 % of time = Both

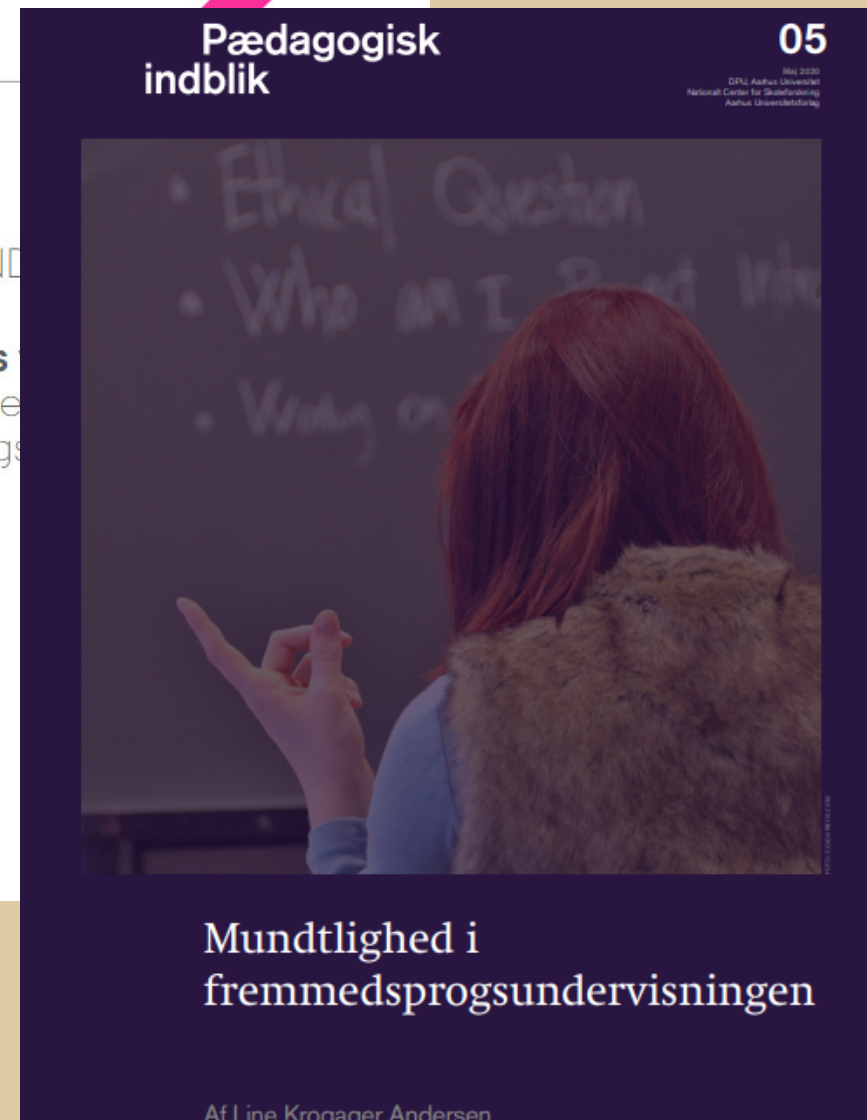
- Context specific?
- Language specific?

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Plurilingual resources and oral participation

<https://ebooks.au.dk/aui/catalog/book/361>



What are plurilingual approaches?

- Including students' full linguistic repertoires in the classroom
- Plurilingual repertoire
- Plurilingual affordances

”individuals making choices and interacting in specific contexts and situations, including those where their agency is constrained.”

(Marshall and Moore 2018:22)

affordances for language awareness:
linguistic and metalinguistic resources
in the classroom whose presence
invites these practices on the part of
the students (Krogager Andersen,
2021)

Plurilingual affordances



Plurilingual approaches

Integrated
didactic
approach

(Languages
already taught
in school)

Inter-
comprehensio
n approach

(Building
bridges
between
related
languages)

Éveil aux
langues/
Awakening to
languages
approach

(Including
other
languages)

- Plurilingual approaches allow teachers to take into consideration students' plurilingual repertoires
- Development of linguistic identities
- Investment in language learning (Norton Peirce, 1995)

Current project: Plurilingual Education – Language Awareness Across Educational Levels

www.plurilingualeducation.ku.dk

Previous project:

Tværsproglighedens veje. Om sproglig bevidsthed, tværsproglighed og didaktisk forandringsarbejde

Why plurilingual approaches for oral participation?

Example (German class)

T: yes, [student 1], does “jetzt kann ich” remind you of anything?

S1: yes, ‘I can’

T: Does it remind you of anything?

S 1: English and Danish

T: English?

S1: And Danish

T: Exactly, ‘*ich kann, du kannst, er si es kann*’

S1: [privately] ‘*I can, you can, he she it cans*’

(Krogager Andersen 2020)

Prerequisites to oral participation

According to Evnitskaya & Berger (2017), the student must be:

- Willing to communicate
- In a position to gain the turn
- In possession of the relevant linguistic resources to participate

→ Frequently cited challenges to students' oral participation in the foreign language classroom include a lack of perceived relevance (Graham et al. 2016)

a lack of willingness to communicate

According to Shirvan et al. (2019), the primary predictor of students' willingness to communicate is their perceived competence.

- The metalinguistic advantage
- The cognitive advantage: connecting languages (Bilaystok, 2009)
- The communicative advantage: focusing more on content and less on form (Seedhouse, 2019)
- Evnitskaya & Berger

Benefits of plurilingual approaches

Are target language use and plurilingual teaching conflicting notions?

- Most researchers agree that we need to use target language as much as possible
- A foreign language classroom is a plurilingual setting par excellence since it involves at least two languages
- So how to balance the use of target language with the use of other languages?

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