

VELKOMMEN

Bienvenu

Maligayang pagdating

MERHABA

SOO DHAWOW

Wapwoyo bino

Akwaba

DOBRO DOŠLI

Tervet

WITAMY

karşilama

स्वागत

歡

Welcome

Murakaza neza

Selamat da

Bienvenido

Willkommen

Mingala Ba

مرحبا

Hoan ngh

ከንቋዕ ብደሐን

സ്മദാഗതം

Sannu ku

Bine ati v

Khosh amadid

Mbote na nge

יאבה מיכורב

Promoting oral participation through plurilingual teaching



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tysk og engelsk



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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)

LISE project

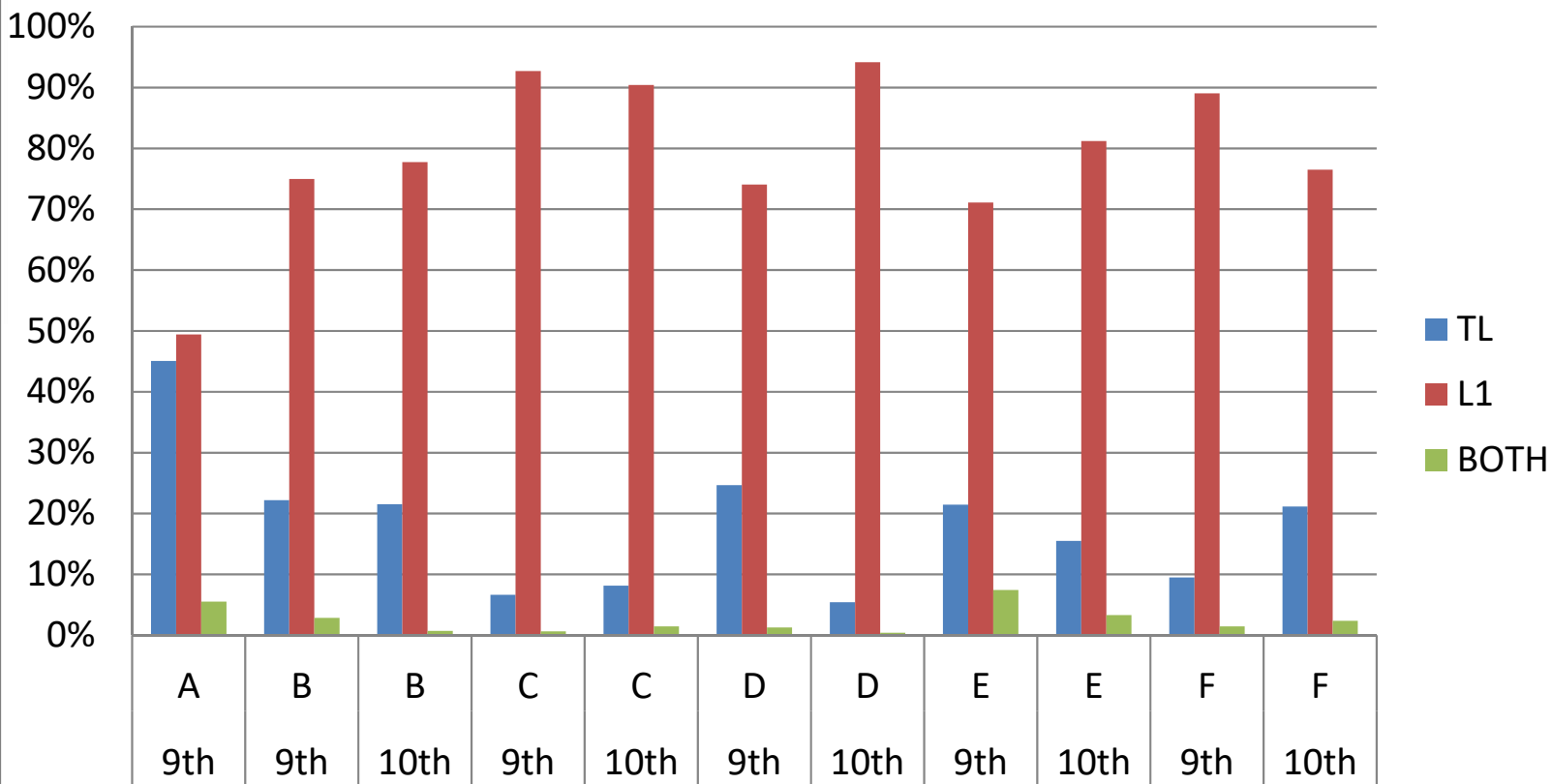
LISE is a large-scale video project that aims to gain new knowledge about naturally occurring classroom instruction over time

- 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

Amounts of L1 and TL use: French



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

Amounts and contexts: L1 and TL use/French

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

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

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.

Break-out rooms

- What do you think about these results?
- How to find the balance between TL use and L1 use in Foreign language classroom?

What are plurilingual approaches?

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

- Ensuring a broad representation of languages in the classroom
- Legitimizing plurilingual student practices

Plurilingual approaches

Integrated didactic approach

(Languages already taught in school)

Inter-comprehension approach

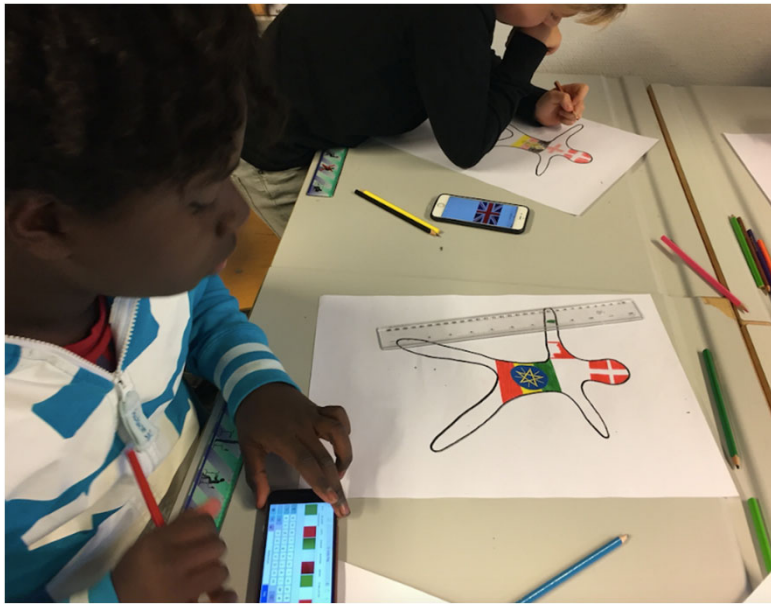
(Building bridges between related languages)

Éveil aux langues/
Awakening to languages approach

(Including other languages)

As described by Candelier et al. (2012)

Working with language profiles



The mother tongue is (always) in the heart





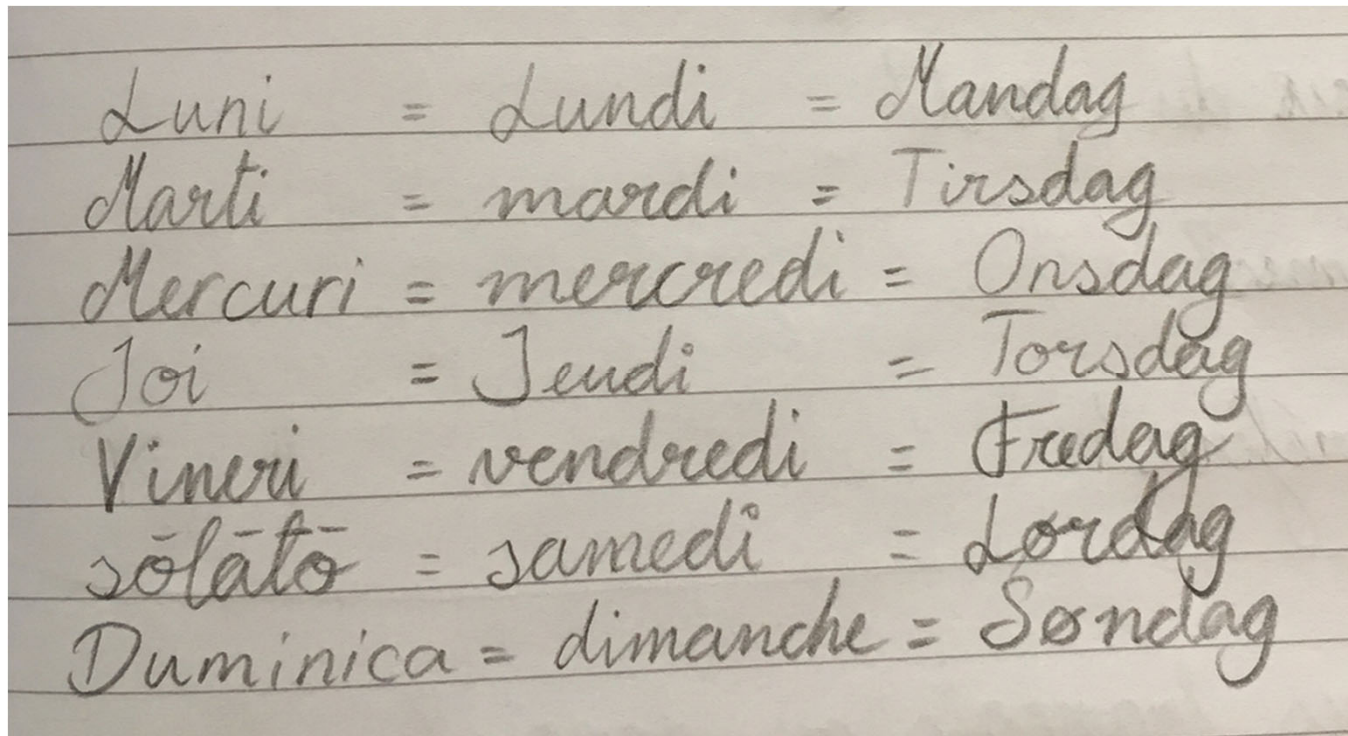
At the schools campaign







Writings –metalinguistic Intercomprehension



A photograph of a piece of lined paper with handwritten text in cursive. The text lists the names of the days of the week in three different languages, connected by equals signs. The words are: Luni = Lundi = Mandag, Marti = mardi = Tirsdag, Mercuri = mercredi = Onsdag, Joi = Jeudi = Torsdag, Vineri = vendredi = Fredag, sölātō = samedi = Lördag, and Duminica = dimanche = Söndag.

Luni = Lundi = Mandag
Marti = mardi = Tirsdag
Mercuri = mercredi = Onsdag
Joi = Jeudi = Torsdag
Vineri = vendredi = Fredag
sölātō = samedi = Lördag
Duminica = dimanche = Söndag

From *Tværsproglighedens veje*. DOI: <https://doi.org/10.7146/aul.361>

An integrated didactic approach

T: ja, [student 1] minder det der 'jetzt kann ich' dig om noget?
S1: ja, jeg kan
T: minder det dig om noget?
S1: engelsk og dansk
T: engelsk?
S1: og dansk
S2: [privately] I can, you can, he she it cans

”substantiver –
kender I dem fra
dansk?”



Break-out rooms


- Are you familiar with the 3 plurilingual approaches described?
- Which of these might be useful in your own teaching and why?

How can plurilingual approaches be used to promote oral participation?



Pædagogisk indblik 05

05. 2020
National Center for Quality Management
Pedagogisk Indblik



- Ethical Question
- Who are I, and who are they?
- Why are we here?

Mundtlighed i fremmedsprogsundervisningen

Af Line Krogager Andersen

Why plurilingual approaches for oral participation?

While most researchers agree that target language use should be maximised as much as possible (cf. Chambless, 2012; Crawford, 2004; Crichton, 2009), plurilingual approaches may contribute to...

- Development of linguistic identities
 - Personal L2 Self Vision (Dörnyei & Ryan, 2015)
 - Recognising students' plurilingual repertoires
 - Investment in language learning (Norton Peirce, 1995)
 - Willingness to communicate (Shirvan et al., 2019)

- Metalinguistic potential
- Translanguaging as an exemplary practice

Repertoire recognition



Repertoire recognition



DANSK

ENGLESK

FRANSK

SPANSK

BOSNISK

MAROKKANSK

VIETNAMESISK

PERSISK

ALBANSK

KOSOVOALBANSK

TYRKISK

TYSK

BURMESISK

NEW ZEALANSK

AUSTRALSK

ARMENSK

LITHAUSK

SWAHILI

MUHAYA

ARABISK

SYRISK

JOLA

MANDINKA

WOLOH

SENEGALISK

Velkommen

Til Nymarkens

49 sprog

PULAAR

SERER

SONINKE

BAMBARA

KARONENKA

FYNSK

KURDISK

SERBISK

TAMILSK

SKOTISK

RUSSISK

UKRAINSK

SVENSK

ISLANDSK

HOLLANDSK

NORSK

POLSK

GRÖNLANSK

INUIT

TAGALOG

FÆRØSK

SWEITZERTYSK

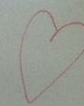
TERALO

SOMALISK

HAR VI

GLEMT

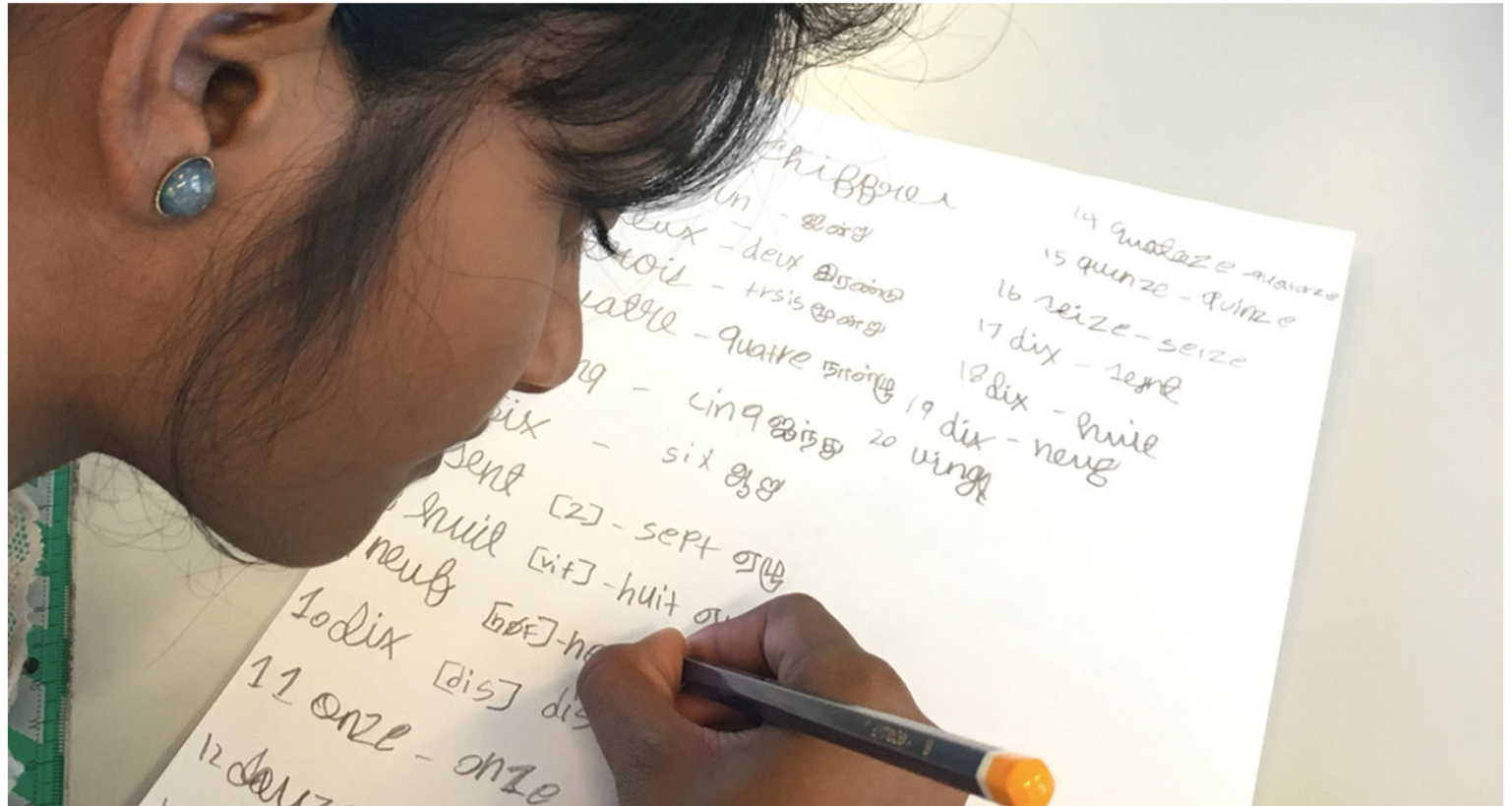
NOGLE?



PERSONALETTOILET

HALETØIE
LEVITØIE

Writings –metalinguistic



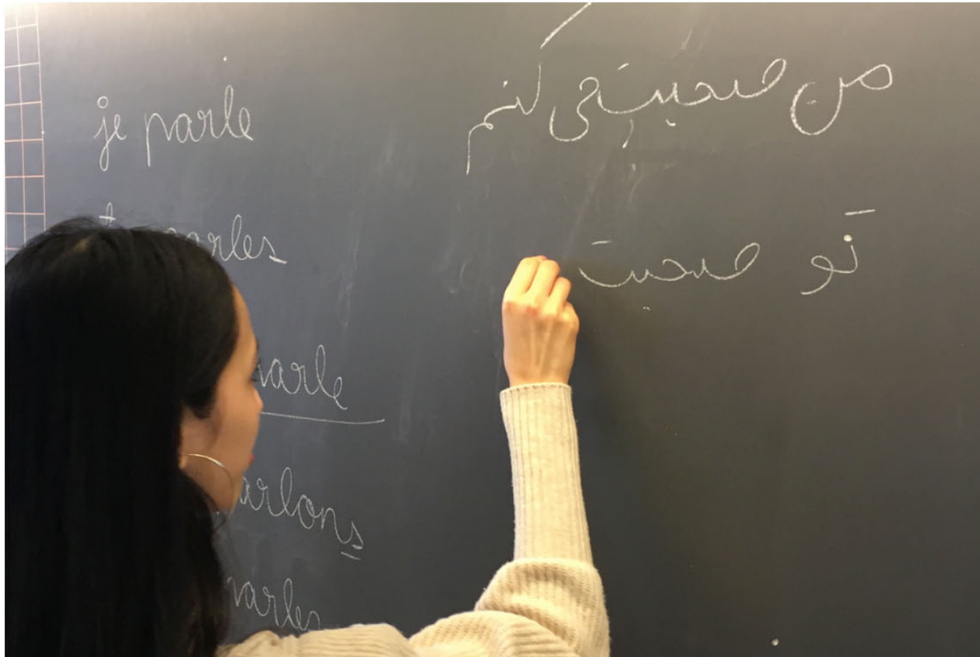
Writings –metalinguistic

شيمت

| Ma famille | | |
|---------------------------|-----------------------|---------------------------------|
| mon demi-frère | min halv bror | Baradare Natani |
| sur la photo | på billedet | Dar, AKS x |
| il y a | der er | varjahast |
| c'est | det er | yeki hest |
| mon petit-frère | min lille bror | baraclar kuchikam |
| mes grands-parents sont | min bedsteforældre | Pedar va madar bozorg |
| j'habite avec | Jeg bor med | Mān Zendeji mitonāmi bar |
| ma soeur | min søster | Khaharam |
| mes parents sont divorcés | min forældre er skilt | Valedain man Az ham joda shodan |
| le football/ le handball | fodboldt/ håndboldt | → |
| la gymnastique | Gymnastik | → |
| mon grand-père | min bedste far | Pedar bozorgam |
| la famille | familien | Khanevaadeham Raghs |

| Ma famille | | |
|---------------------------|------------------------|--------------------------------|
| mon demi-frère | Halv bror | رفيق أخني |
| sur la photo | et billede | صورة |
| il y a | der er | هنا |
| c'est | det er | هنا |
| mon petit-frère | min lille bror | أخني الصغير |
| mes grands-parents sont | min bedste Forældre er | أجدادي هم |
| j'habite avec | Jeg bor | أنا أحي |
| ma soeur | min søster | أختي الصغيرة |
| mes parents sont divorcés | min forældre er skilt | أبي وأمي متفصلين عن بعض بعض |
| le football/ le handball | at fodboldt/håndboldt | فوتبول / هونزبول |
| la gymnastique | at gymnastik | gymnastique جدي |

Writings –metalinguistic



| | | | | |
|----------|---|----------|---|---------|
| Luni | = | Lundi | = | Mandag |
| Marti | = | mardi | = | Tirsdag |
| Mercuri | = | mercredi | = | Onsdag |
| Joi | = | Jendi | = | Torsdag |
| Vineri | = | vendredi | = | Freitag |
| solātō | = | samedi | = | Lördag |
| Duminica | = | dimanche | = | Søndag |

Metalinguistic potential

In German class

S: *Die* det er ligesom *the* på engelsk

T: Hvad er det?

S: Det er, at det er et navneord

In English class

T: Er *sand* et substantiv?

S: Ja, vi har haft det med [German teacher]

S2: Du plejer ikke at sige et sand, men du kan godt sige sandet, og det er jo bestemt ental

Translanguaging as an exemplary practice

Her kan I starte med at skrive jeres eget navn. *Name* [DE], *name* [EN] og telefonnummer øverst. *Handynummer. It comes handy* – det er sådan noget, man kan tage op og ned i lommen

Examples from Krogager Andersen (2020)

References

- Candelier, M., Camilleri-Grima, A., Castellotti, V., de Pietro, J.-F., Lörincz, I., Meissner, F.-J., . . . Schröder-Sura, A. (2012). *FREPA. A Framework of Reference for PLuralistic Approaches to Languages and Cultures. COmpetences and resources*. Graz: Council of Europe Publishing
- Krogager Andersen, L. (2020). *Tværsproglighedens veje. Om sproglig bevidsthed, tværsproglighed og didaktisk forandringsarbejde i en folkeskolekontekst*. (Ph.D.). University of Aarhus, Aarhus.
- Krogager Andersen, L. (2020) *Mundtlighed I fremmedsprogsundervisningen*. Pædagogisk indblik. <https://unipress.dk/udgivelser/m/mundtlighed-i-fremmedsprogsundervisningen/>
- Marshall, S., & Moore, D. (2018). Plurilingualism amid the panoply of lingualisms: addressing critiques and misconceptions in education.
- Norton Peirce, B. (1995). Social identity, investment and language learning. *TESOL Quarterly*, 29, 9-31.

For more inspiration, go to...

→ Language portraits:

→ grocaspersen.dk

→ Plurilingual approaches across educational levels:

→ Plurilingualeducation.ku.dk