



# Session 2 – Objectives

- Sharing our classroom contexts
- Being aware of our multilingual societies
- Considering myths and facts
- Challenging assumptions
- Reflecting on plurilingualism, multiculturalism as a resource



# Multilingualism **in the society** – What is your opinion?

## Is multilingualism **in the society** a treasure and always an enrichment.

[www.wooclap.com](http://www.wooclap.com)



# Multilingualism **in the classroom** – What is your opinion?

## Is multilingualism **in the classroom** a treasure and always an enrichment.

[www.wooclap.com](http://www.wooclap.com)



# Thinking about our students

What do you guess? Which percentage of the pupils in your professional context ...

1. **speaks the language of schooling as a first language?**
2. **speaks another official language as a first language?**
3. **is bilingual and with which languages?**
4. **has a second language and which one?**
5. **is plurilingual and with which languages?**
6. **speaks at home another language which is not an official language in Slovakia?**
7. **is a migrant or an asylum seeker / a refugee?**



# An example of DLC – dominant language constellation (Austria)

★ 1= Albanian; 2 = German; 3 = Tyrolean; 4 = English; etc.

★ 1=Educational language German; 2= youth language/ residential area ; etc.

★ 1= Spanish; etc.

★ 1 = BKS; 2= Turkish; 3= Arabic; etc.

Languages spoken in the family, at school, in your own environment...

Language registers you use: everyday language, educational language, sociolects,...

Languages you use occasionally: travel, visits, reading, training, correspondence, ...

Languages of friends, colleagues, pupils, neighbours, ... (languages that you do not necessarily understand/speak)



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# Fact or myth?

Do the ILLEY\* Quiz individually:

<https://www.ecml.at/ECML-Programme/Programme2016-2019/Inspiringlanguagelearningintheearlyyears/QuizFAQ/tabid/3064/language/en-GB/Default.aspx>

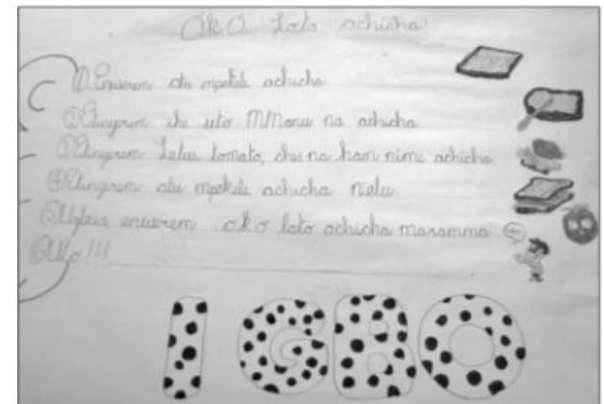
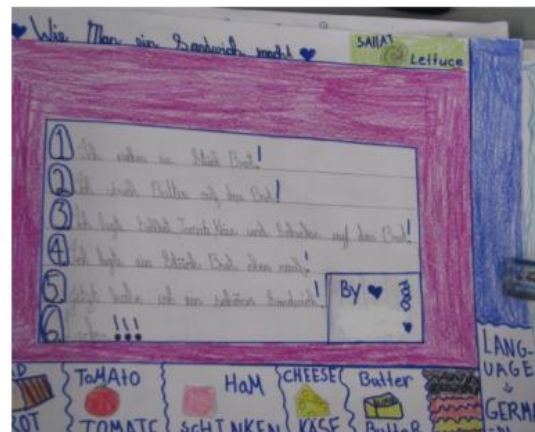
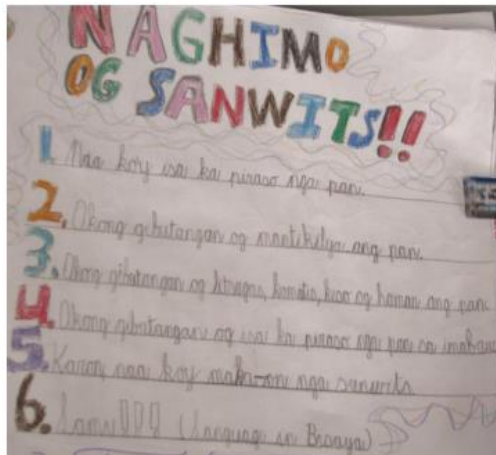
\* ILLEY – Inspiring Language Learning in the Early Years  
(Why it matters and what it looks like for children age 3-12?)



# ILLEY project



- Resources for teachers and parents
- Guiding principles, inspiring examples and quizzes
- Promoting joy in language learning and pride in plurilingualism.



Posters in Bisaya, German and Igbo explaining how to make a sandwich



## Inspiring language learning in the early years – Why it matters and what it looks like for children age 3-12

**Publication team:** Flore Schank; Ingeborg Birnie; Déirdre Kirwan;  
Dana Musilova; Jakob Patekar.

The website provides resources and strategies to develop the linguistic and intercultural competences of young learners and educators.

The outputs include:

- guiding principles for early language learning;
- inspiring stories about language learning in different contexts;
- inspiring resources and practical examples;
- a plurilingual quiz, FAQs;
- a collection of articles accessible online;
- a glossary.

The resources are for teachers and teacher educators in the pre-primary and primary sectors.



Early language learning



Languages of schooling



Plurilingual and intercultural education





# Groupwork: Fact or myth?

In breakoutrooms of 5 persons - Have a look at the 6 statements and discuss them:

- Bilingualism delays language acquisition in children.
- Bilingual people have double or split personalities.
- Bilingual people are also bicultural.
- Mixing languages is a sign of laziness in bilingual people.
- If parents want their children to grow up bilingual, they should use the one-person, one-language approach.
- Bilingual people are born translators.

Please choose a speaker in each group who will present the most important reflections quickly.



# Solution

<http://maledive.ecml.at/Studymaterials/Society/Dealingwithfactsmyths/tabid/3650/language/en-GB/Default.aspx>

Any questions?

# Convention on the Rights of the Child

- FACT SHEET: A summary of the rights under the Convention on the Rights of the Child  
<https://www.unicef.org/montenegro/media/1891/file/MN-E-media-MNEpublication12.pdf>
- Children's rights in Slovakian schools: Do you know strategies for preventing conflicts and discrimination?



## Article 29 (Goals of education)

Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.



# Implementing translanguaging

Translanguaging is....

"... the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages".

Ofelia Garcia



# You want to know more about translanguaging?

To go further:

- Translanguaging: Practice Briefs for Educators  
Joanna Yip & Ofelia García, Ph.D., The Graduate Center, City  
University of New York

<http://traue.commons.gc.cuny.edu/volume-iv-issue-1-fall-2015/translanguaging-practice-briefs-for-educators/>

- Look at the video (Ofelia Garcia: about 12 minutes)

[https://www.youtube.com/watch?v=Z\\_AnGU8jy4o](https://www.youtube.com/watch?v=Z_AnGU8jy4o)





# Share with you colleagues (plenary)

- Which role do schools in Slovakia give to first languages other than the language of schooling?
- Do you know / did you participate in school projects taking into account the mother tongue of migrant children?
- Do you think translanguaging could be implemented/is already implemented in Slovakian schools?

SUPPORTING



MULTILINGUAL  
CLASSROOMS

# Role of first languages in Slovakia

## Participants' ideas

Please write your ideas on the padlet

[www.padlet.com](http://www.padlet.com)

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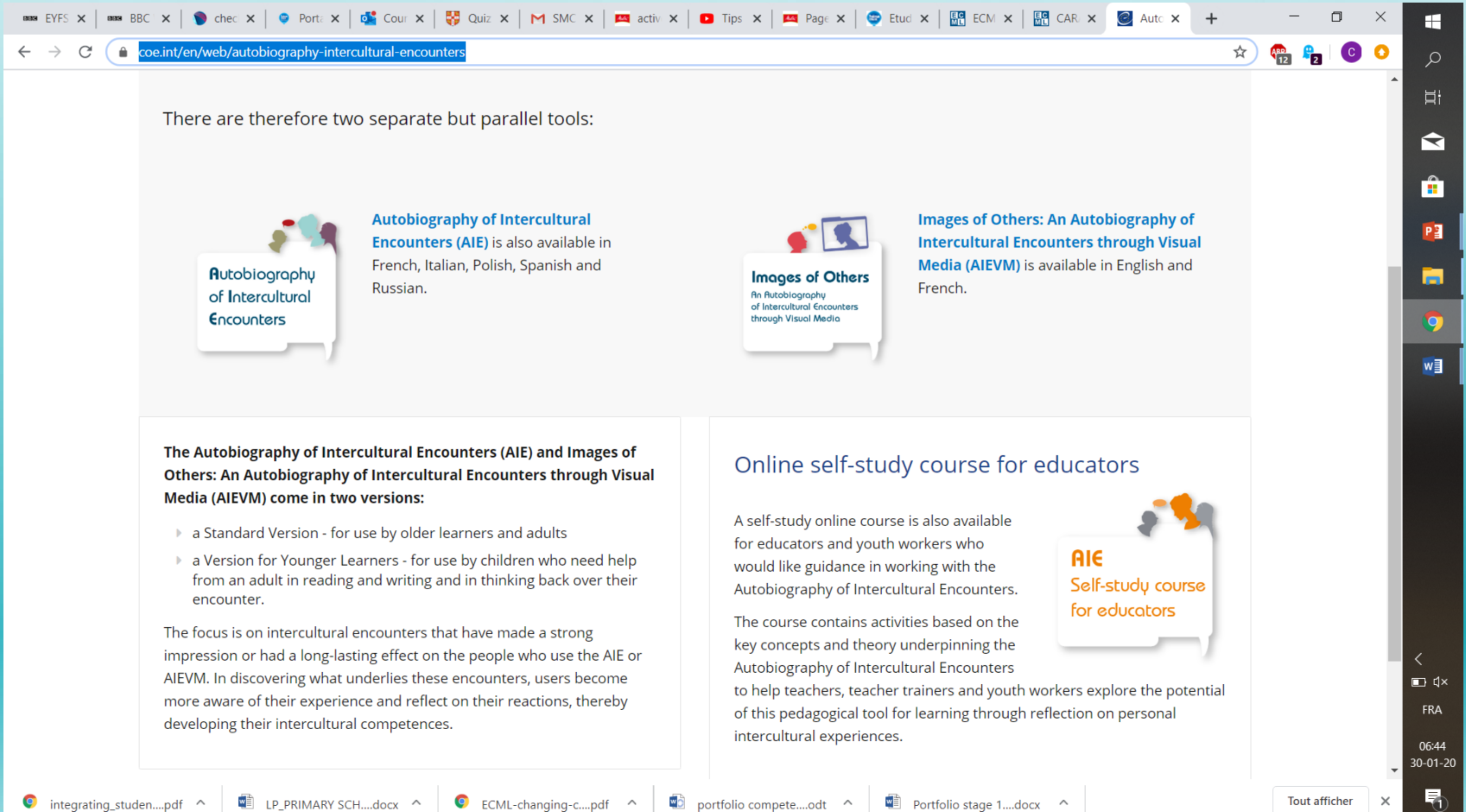


# Benefits for the plurilingual individual


- **linguistic benefits**, e.g. accessing information and communicating in a range of languages; enhanced competence and sensitivity in using their linguistic repertoire;
- **enhanced cognitive skills**, e.g. cognitive flexibility, concept formation, openness to diverse ways of expressing ideas, increased attentional control and working memory;
- **health benefits**, e.g. delaying age-related dementia;
- **social benefits**, family, friends etc;
- **employment opportunities**
- **intercultural awareness**, including critical awareness of their own cultural assumptions and acceptance of different perspectives.

# Autobiography of Intercultural Encounters


<https://www.coe.int/en/web/autobiography-intercultural-encounters>



There are therefore two separate but parallel tools:



**Autobiography of Intercultural Encounters (AIE)** is also available in French, Italian, Polish, Spanish and Russian.



**Images of Others: An Autobiography of Intercultural Encounters through Visual Media (AIEVM)** is available in English and French.

**The Autobiography of Intercultural Encounters (AIE) and Images of Others: An Autobiography of Intercultural Encounters through Visual Media (AIEVM) come in two versions:**


- ▶ a Standard Version - for use by older learners and adults
- ▶ a Version for Younger Learners - for use by children who need help from an adult in reading and writing and in thinking back over their encounter.

The focus is on intercultural encounters that have made a strong impression or had a long-lasting effect on the people who use the AIE or AIEVM. In discovering what underlies these encounters, users become more aware of their experience and reflect on their reactions, thereby developing their intercultural competences.

**Online self-study course for educators**

A self-study online course is also available for educators and youth workers who would like guidance in working with the Autobiography of Intercultural Encounters.

The course contains activities based on the key concepts and theory underpinning the Autobiography of Intercultural Encounters to help teachers, teacher trainers and youth workers explore the potential of this pedagogical tool for learning through reflection on personal intercultural experiences.




**AIE Self-study course for educators**

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[www.ecml.at/ec-cooperation](http://www.ecml.at/ec-cooperation)




coe.int/en/web/autobiography-intercultural-encounters/autobiography-of-intercultural-encounters

# Autobiography of Intercultural Encounters




## Introduction

An overview of all the documents shown below




## Autobiography of Intercultural Encounters

Standard version for older learners and adults




## Facilitators' notes

Suggestions as to how and when the Autobiography could be used




## Context, concepts and theories

Historical, theoretical and conceptual background to the Autobiography for further study




## Concepts for discussion

A stimulus for discussion and debate in the classroom or seminar group




## Autobiography of Intercultural Encounters for Younger Learners

For children who need help from an adult in reading and writing and in thinking back over their encounter.




## Facilitators' notes

Suggestions as to how and when the Autobiography could be used with younger learners




## Text cards

To structure the discussion with younger learners



## Picture cards

To introduce children to the idea of an encounter with someone different



## Feedback form for facilitators

who would like to share their experiences with the AIE development team



# AIE

- The encounter : description, time, location, people involved
- How did you feel? How did the other person feel?
- How did you react? How did the other person react?
- Was it appropriate?
- Would you react in the same way now?





# Reflection (Plenary)

- How to value cultural diversity at school?
- How to value multilingualism at school?

SUPPORTING



MULTILINGUAL  
CLASSROOMS

pauza de masa  
obedná prestávka

Hádeginu

Frokostpause

lunch break

Mittagspause

pause déjeuner

Almoço

almuerzo

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