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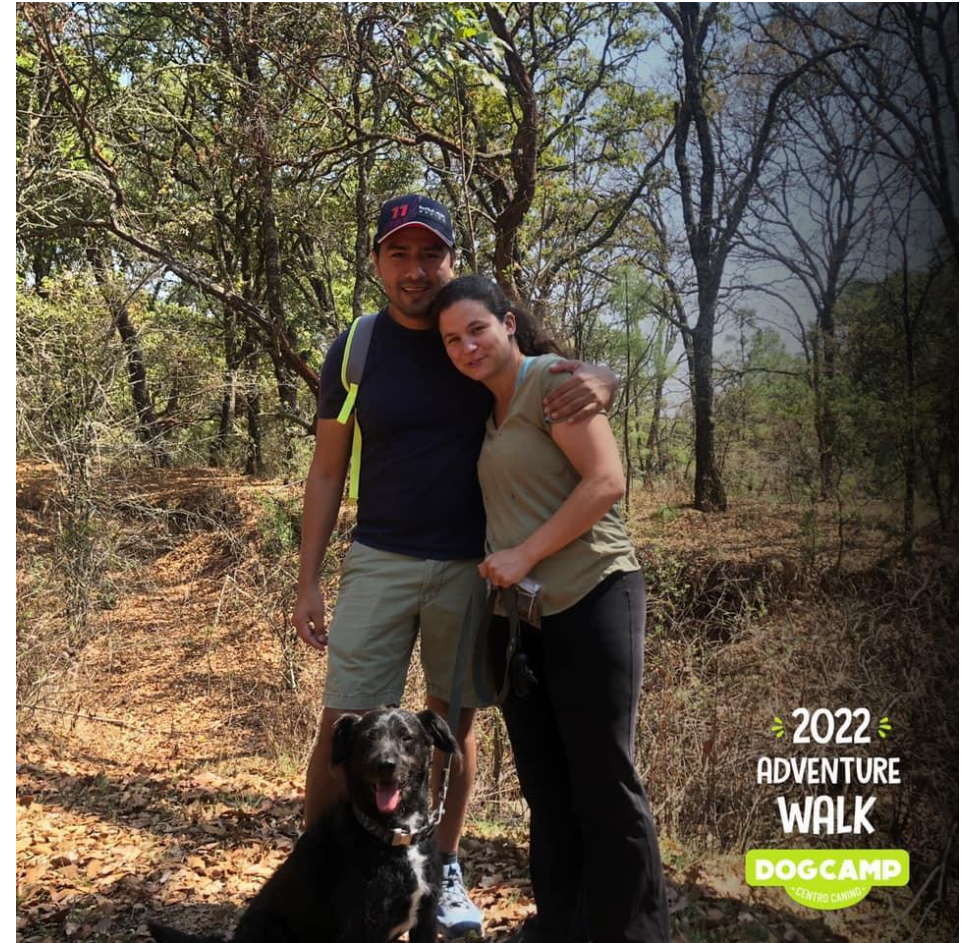
ENGLISH LANGUAGE PROGRAMS

The World is Your Classroom

Plurilingual Learning Environments
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North Carolina

2022 ADVENTURE WALK
DOGCAMP

U.S. DEPARTMENT OF STATE

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Agenda

F

Plurilingualism, Multilingualism, Translanguaging, oh my?!

Strategies of Plurilingual Education

Task 1: Plurilingual Identity Portrait

Task 2: Around the World in Idioms

Task 3: Community Languages

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F Your Turn

Think for one minute on the following questions and put your answers in the chat.

• What have you heard about plurilingualism?

• What are some questions and/or assumptions you have about plurilingual pedagogy?

F What is plurilingualism and plurilingual education?

Languages and cultures are interrelated and interdependent

Reflecting on similarities and differences among languages and cultures

Teachers learning from students

Making connections to background knowledge

Recognizing different worldviews and ways of knowing

Providing opportunities for students to develop their identities

F Plurilingual education is linguistically, racially, socially, and culturally inclusive. It supports an educational environment where language learners feel that their languages, and racial, social and cultural backgrounds are included and legitimately valued. When language learners feel included, they are empowered to be agents of their own learning and make positive changes in their educational trajectories (Payant & Galante, 2022)

Multilingualism vs Plurilingualism
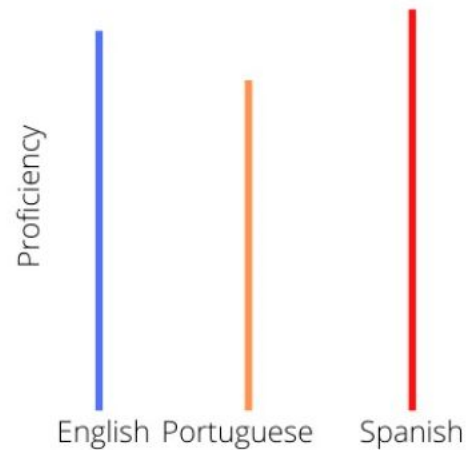

Figure 1.1: Representations of multilingualism and plurilingualism (Wichser-Krajcik, E., 2021, p. 16)

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F Strategies of Plurilingual Education

Cross-Linguistic Comparisons

Cross-Cultural Comparisons

Translanguaging

Translation for Mediation

Pluriliteracies

F Your Turn

Think for one minute on the following question and put your answers in the chat.

- Which strategy do you think you could use the most in your classroom? Why?

Task 1: Plurilingual Identity Portrait

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Task 1: Plurilingual Identity Portrait

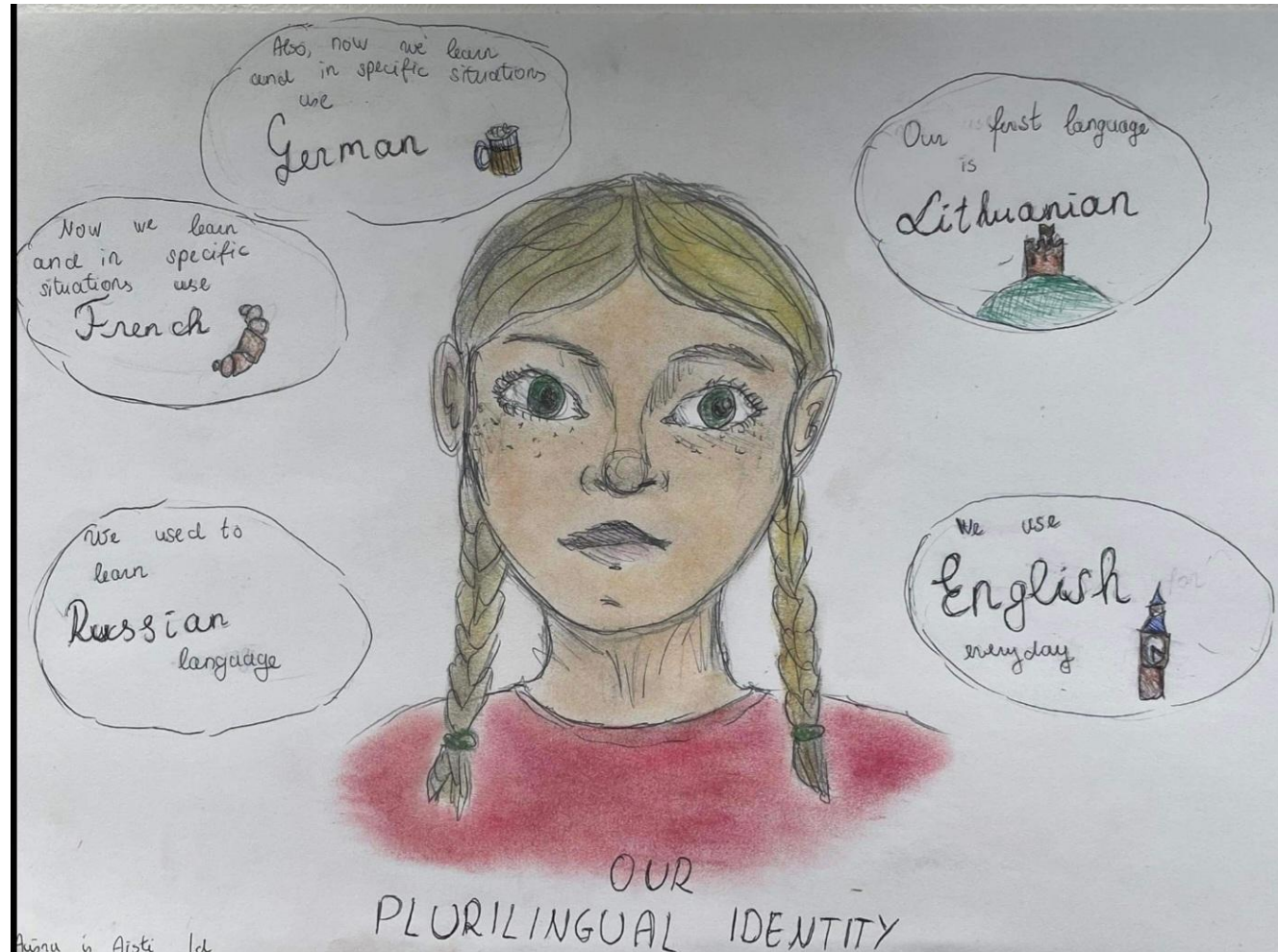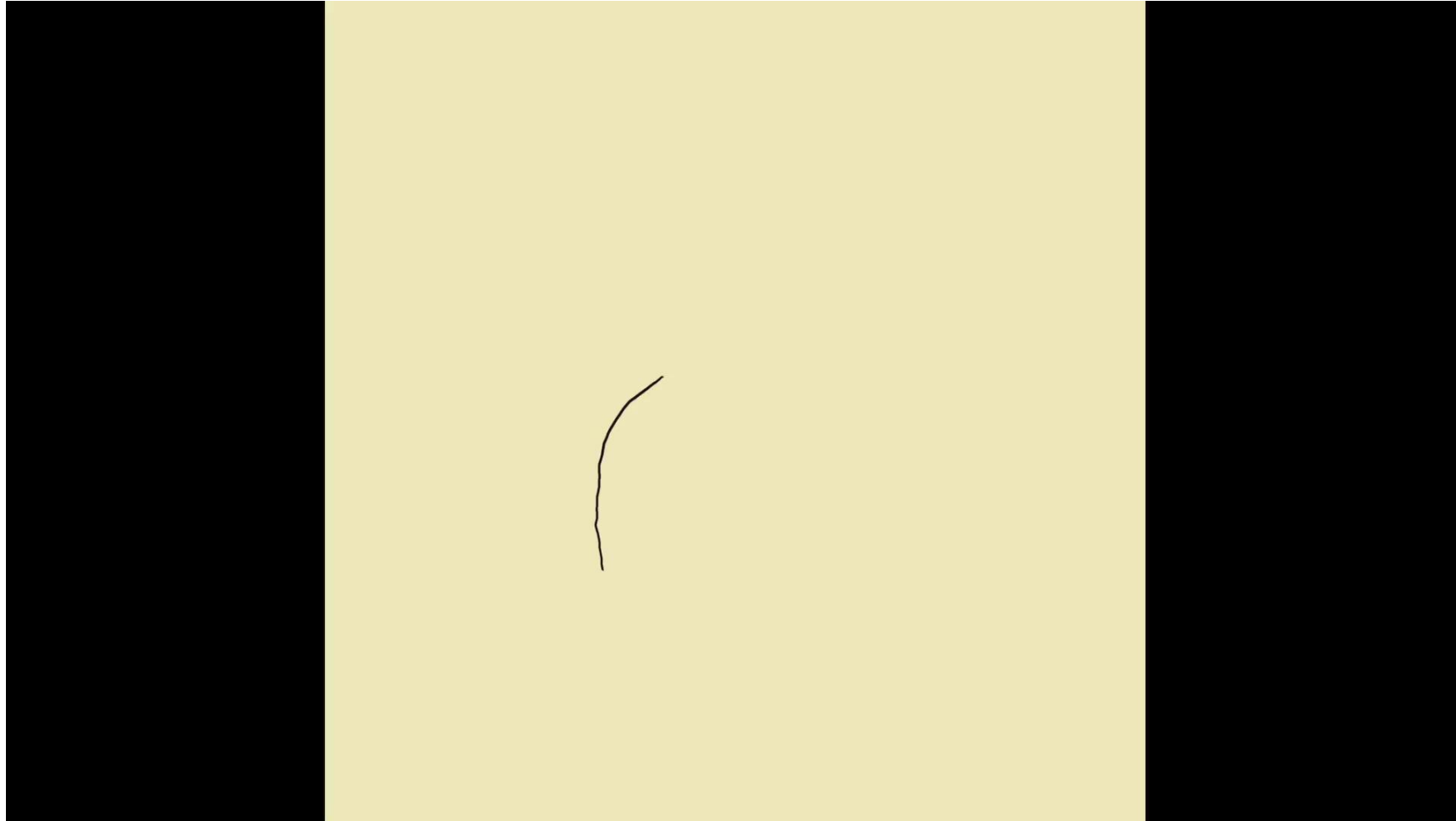# Task 1: Plurilingual Identity Portrait

(F)
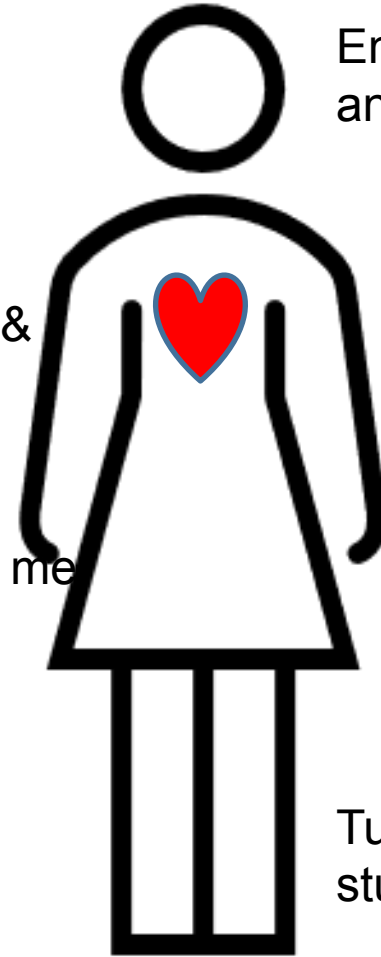
English- the language I think in most often and use professionally/academically

Te amo

Spanish- the language I speak a mi esposo & that has been my everyday language for the last decade

Vocabulary- rendezvous

Lithuanian- the language swirling around me every day & that I am trying to hold on to

Gramatica- imperfect

Viskas gerai

Yok, Var

Turkish, Russian, French- Languages I have studied but don´t remember well anymore

(F) Task 1: Plurilingual Identity Portrait

Strategies: pluriliteracies, cross-linguistic awareness, translanguaging, translation for meditation

Objectives:
- To give students the space to reflect on their identities
- To raise students´ intercultural awareness

Procedure
1. Have students reflect on in writing or speaking the following questions or similar ones:
- How do you define your personal, social, and cultural identity?
- What part of your identity do you think people first notice about you? Why?
- What part of your identity is most important to you? Why?
- What part of your identity would you like to learn more about? Why?
2. Ask students to draw their self-portrait, including the languages and cultural aspects that contribute to their identity.
- Languages you use all the time, only for reading or rarely use but would like to use more frequently
- Languages you learned when you were younger, are currently learning, and that you want to learn
- Languages you use with specific community or group or in a specific context
- Cultural background related to race, country of origin, family, community, immigration and interests
3. Ask students to reflect on their drawing and the choices they make and share their ideas with a partner.
4. Put students in small groups and share their portraits with peers.

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- How do you define your personal, social, and cultural identity?
- What part of your identity do you think people first notice about you? Why?
- What part of your identity is most important to you? Why?
- What part of your identity would you like to learn more about? Why?

Shares ideas in small groups.

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Draw their self-portrait, including the languages and cultural aspects that contribute to their identity.
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- Languages you use with specific community or group or in a specific context

Shares ideas in small groups.

(F) Task 2: Around the World in Idioms

どんぐりの背比べ
Japanese

Acorns comparing
their heights

Les carottes sont cuites
French

The carrots are cooked

Courtesy of Ted Talks:
https://drive.google.com/file/d/0B8DBo6
vMbPskdXJzUjVXdHpLUWM/view?resour
cekey=0-YUiiLkAC8drrY3ARC5fg9A

Task 2: Around the World in Idioms

Strategies: cross-cultural comparisons, translanguaging

Objectives:
- To introduce students to the topic of idioms
- To raise students´ awareness of idioms from other languages and how to use their language background to decode them

Resource: https://blog.ted.com/meet-some-of-the-worlds-best-idioms/

Procedure
1. Introduce the topic by asking students what idioms are, how idioms are different from regular phrases or sentences, and why they might be difficult to learn.
2. Show video about idioms. Have students discuss the following questions.
   - What are some popular idioms in the languages you know?
   - Are there any that do not translate easily to English? Why?
3. Divide the class into groups and give each groups the idioms to decode. Ask students to use their linguistic backgrounds to guess the meanings.
4. Go over the definitions of the idioms and have students compare their predictions to the answers.
5. Have students discuss how difficult it was to decode the idioms and what strategies they used from the other languages they know to do so.

Task 3: Community Languages

(F)

Kirra Esa, Grade 4

I speak Chuukese to my little brother
and family members.

https://vimeo.com/266165995- HIDOE Video Production Branch

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(F) Task 3: Community Languages

Strategies: cross-cultural comparisons

Objectives:
- To recognize that different people experience languages in a unique way
- To use an outline to write a paragraph

Resources: https://vimeo.com/266165995

Procedure
1. After watching a video or reading a text about a plurilingual community, have students work in groups to brainstorm about the ways different languages are used in their own communities.
- What languages are used in your country or region?
- Who speaks which languages to whom?
- Where are you likely to hear one language or another?
- What media do you want or listen to in which the languages you understand are used?

2. Teachers and/or students use a word web graphic organizer to organize the discussion.

3. Students use the word web graphic organizer to write a paragraph.

4. Students exchange and read each other's paragraphs and discuss:
- Did all students write about the same languages and uses of the languages?
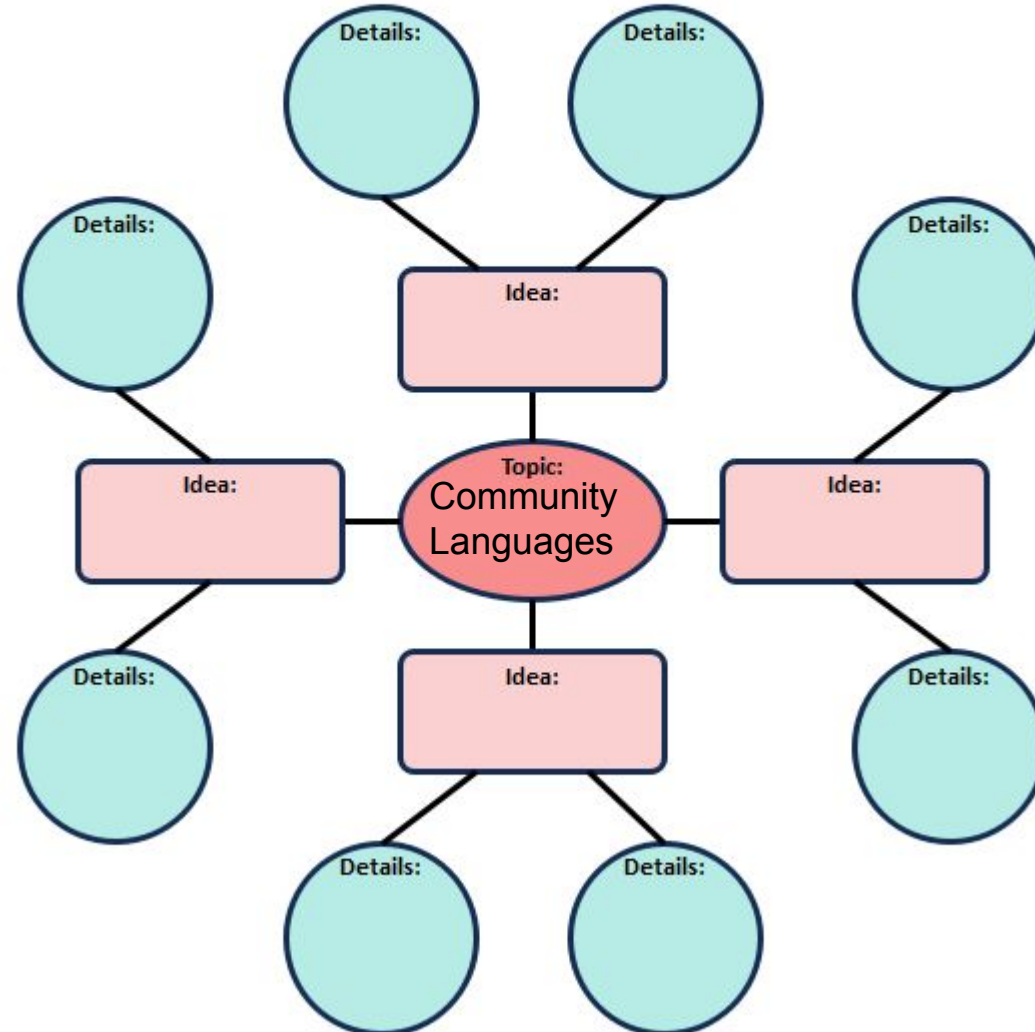- What were some differences in the responses?

Task 3: Community Languages

- What languages are used in your country or region?
- Who speaks which languages to whom?
- Where are you likely to hear one language or another?
- What media do you watch or listen to in which the languages you understand are used?

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Task 4: Intercomprehension

(F)

Strategies: cross-linguistics comparisons

Objectives:
- To recognize that words in some languages are similar to each other
- To use knowledge of one language to understand another

Procedure
1. Show students words that are similar across languages, such as international.
2. Have students sort English words from other languages based on the languages of origin.
3. Have students write 5 words from other languages that are used in English and 5 words from English that are use in their first language. Have students share their words in groups.
4. Tell students that the three procedural/working languages of the European Union and European Commission are French, German, and English, which means these are the languages used for internal communication.
5. Show students a text in German or French and have them see how many words they can identify. Ask them how their knowledge of English can help them understand other languages and how their knowledge of other languages can help them understand English.

Task 4: Intercomprehension

F Task 4: Intercomprehension

Le Cadre européen commun de référence pour les langues : apprendre, enseigner, évaluer (CECR) est l'un des outils de la politique du Conseil de l'Europe les plus connus et les plus utilisés. Par le biais de la Convention culturelle européenne, 50 pays européens se sont engagés à encourager « l'étude, par leurs propres ressortissants, des langues, de l'histoire et de la civilisation » d'autres pays européens. Le CECR a joué et continue de jouer un rôle important dans la concrétisation de cette vision de l'Europe.

F   Task 4: Intercomprehension

The Common European Framework of Reference for Languages: Learning, teaching, assessment(CEFR)1 is one of the best-known and most used Council of Europe policy instruments. Through the European Cultural Convention 50 European countries commit to encouraging "the study by its own nationals of the languages, history and civilisation" of other European countries. The CEFR has played and continues to play an important role in making this vision of Europe a reality.

COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT

Resources

Galante, A., Chiras, M., dela Cruz, J. W. N., & Zeaiter, L. F. (2022). *Plurilingual guide: Implementing critical plurilingual pedagogy in language education*. Plurilingual Lab Publishing. https://www.mcgill.ca/plurilinguallab/files/plurilinguallab/plurilingual_guide.pdf

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Payant, C., & Galante, A. (2022). Plurilingualism and translanguaging: Pedagogical approaches for empowerment and validation. TESL Canada Journal.

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