

**SUPPORTING MULTILINGUAL CLASSROOMS**

## Supporting Multilingual Classrooms

### Inclusive Approaches in Language Education

Prague – 27 / 28 April 2017

Mercè Bernaus & Catherine Carré-Karlinger

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**Vítejte!**  
**Добро пожаловать!**  
**Welcome!**  
**Fáilte Romhat!**  
**Willkommen!**  
**Bienvenus/es!**  
**Bienvenidas/os!**  
**Benvenuti!**

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Time	Day 1
08.30-09.00	Registration
09.00-10.00	Official opening of the seminar and introduction of the ECML
10.00-10.30	Getting to know each other
10.30-11.00	Coffee break
11.00-12.30	Teachers' attitudes towards multilingual classes
12.30-14.00	Lunch break
14.00-15.30	Learning and teaching in a multilingual environment
15.30-16.00	Coffee break
16.00-17.30	Supporting the development of academic language in all subjects
17.30-18.00	Feedback and Welcome drink

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## Day 1

### 10:00 – 10:30

### Getting to know each other

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# My suitcase

What I can bring

## My expectations

What I'll take back

What I can bring

## My worries

What I'll take back

What I can bring

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What I'll take back

What I can bring

## My suitcase

What I'll take back





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### Activity 3: Role play

1. Choose one of the 4 cards you have got to **role play** in a real situation that card.
2. Each member reads his/her card for the audience
3. Let's guess together which one of those cards was represented in the role play.
4. Plenary:
  - What kind of democratic practices can be more helpful for the students' education?
  - What were some of the best practices you discussed while playing with the cards?

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**polední přestávka**  
**am lóin**  
**lunch break**  
**hádeginu**  
**в обеденный перерыв пауза**  
**Mittagspause**  
**déjeuner**  
**almoço**

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**Day 1**  
**14:00 – 15:30**  
**Learning and teaching in a multilingual environment**

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### Two children's experiences


- My teacher taught me English when she could fit it into the day, sometimes over lunch. She taught me words in English and asked me to teach her words in Spanish. Once she learned some words and phrases, she taught them to the rest of the class.
- My cousin's teacher did not understand him, laughed at mispronounced words, and would not "listen" to him unless he spoke in complete sentences. He became angry and ashamed.

Cited in Alvarez et al., 1992

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## Do educational systems “police” up cultural and linguistic diversity?




Keith Haring / Keith Haring aufgeräumt, Wehrli, Ursus

➔ Reflexion on the way how our respective educational systems in Europe deal with linguistic and cultural diversity

- Language policies
- Curricula
- Language of education...

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## Visible and invisible bi-/plurilingualism in your professional context



Exchange your ideas in small “buzz groups” (2-3 minutes)

- How many pupils do you think have a “visible” bi-/plurilingualism in the Czech Republic? In your school?
- What’s the role of the institution in this regard?

18

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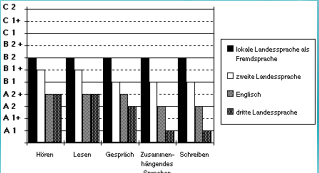
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## Functional plurilingualism


= Educational goal :

- Targeted development of specific competences (= those needed to use language in a natural context)
- Continuous support by the development of individual language profiles
- Preparation to LLL

**Example for functional language competences of a plurilingual person**



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## Plurilingual repertoires

Please colour the silhouette and create a poster with the title „My Languages and Me“:

- **Think of languages** and dialects that you speak, language forms and modes of speaking or any languages that are important for you for some specific reason
- **Visualise your repertoire** imagining that the different languages/dialects were located in different parts of your body. Where would you place them and why? What colours would you chose and why?
- **Explain your portrayal** writing a legend.



20

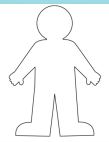


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## Drawing one's language portrayal

Which languages, language forms and modes of speaking are important in your life?

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## Sharing together

Please have a look at the portrayals in small groups, present them to each other and discuss:

- What strikes at first sight?
- Are there similarities/differences between the different portrayals?
- Why have you chosen the mentioned languages, colours, places in your body, type of exposure?
- What's the purpose of this activity? Do you do any similar activities with your classes? What would children learn from it?

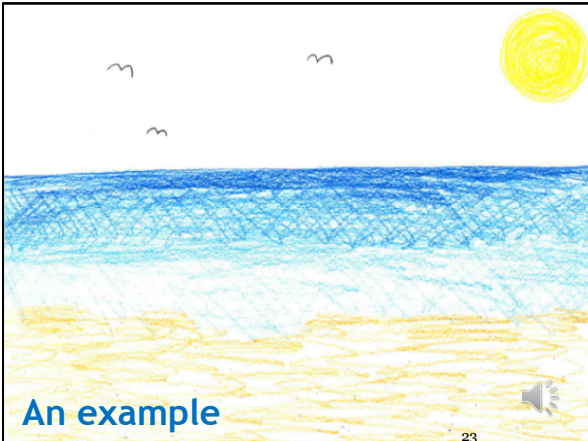





22

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**An example**

23

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## Reflective dimension of language biographical work

**Various topics can be reflected:**

- Emotions related to languages and cultures: affective and cultural dimension of language(s)
- Values and variations in language(s) use
- Identity formation
- Personal linguistic repertoire
- Analysis of interaction and communication in different linguistic contexts (= process)
- Metalinguistical reflection and language learning strategies
- Role of language(s) in education: teacher's language

➔ **Goal: to work on oneself positive attitudes to plurilingualism**

24

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## The power of languages

1. Language(s) enable(s) children to get access to education and in turn education gives access to language(s).
2. But language(s) can also reinforce social hierarchies and enable to discriminate minorities, e.g. when the political power privileges the dominant national language or those of specific ethnic groups.

➡ **Human rights to education are violated when the child has no right to maintain his or her mother tongue and to develop it further in school.**

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## Role of language in education

The close interweaving between languages and cultures should be emphasized in education.

➡ **Raising awareness for languages...**

- stimulates the **reflection on attitudes** in social and multicultural contexts
- increases the development of adequate **pedagogical strategies for more social cohesion**

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## MARILLE and MALEDIVE

- Language biographies (Text B. Busch):  
[http://www.univie.ac.at/ie/sprachmittlung/buscho6\\_langbios.pdf](http://www.univie.ac.at/ie/sprachmittlung/buscho6_langbios.pdf)
- Visualising language repertoires:  
<http://maledive.ecml.at/Home/Studymaterials/Examples/tabid/3636/language/en-GB/Default.aspx#vid>

Teaching the language of schooling in the context of diversity:  
 Study materials for teacher development

27

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## PEPELINO, a portfolio with focus on plurilingual education

III. Taking account of the way in which young children acquire languages

European portfolio for pre-primary educators  
 The plurilingual and intercultural dimension

Becoming a professional through reflective attitude

28

<http://www.ecml.at/ECML-Programme/Programme2012-2015/PepeLino/tabid/1833/Default.aspx>  
<http://www.ecml.at/Portals/1/mtp4/pepeLino/pepeLino-EN-web.pdf> (S)


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**Making the unseen visible:  
Linguistic landscape research**  
<http://multilingual.uni-graz.at/>

Afrikaans Afrikaans	Albanian Albanian	Arabic Arabic	Armenian Armenian	Azerbaijani Azerbaijani	Bosnian Bosnian	Bulgarian Bulgarian	Catalan Catalan	Chinese Chinese	Croatian Croatian	Czech Czech	Dutch Dutch	English English	Esperanto Esperanto	Estonian Estonian	European European	French French	German German	Greek Greek	Hebrew Hebrew	Hindi Hindi	Indonesian Indonesian	Italian Italian	Japanese Japanese	Korean Korean	Latvian Latvian	Lithuanian Lithuanian	Malay Malay	Maltese Maltese	Norwegian Norwegian	Polish Polish	Portuguese Portuguese	Romanian Romanian	Russian Russian	Slovak Slovak	Slovenian Slovenian	Spanish Spanish	Swedish Swedish	Tamil Tamil	Telugu Telugu	Thai Thai	Ukrainian Ukrainian	Urdu Urdu	Vietnamese Vietnamese	Welsh Welsh	Yiddish Yiddish	Zulu Zulu
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**Making the unseen visible:  
experiences of Moise**  
[https://www.youtube.com/watch?v=16Y0HAjLKYI&feature=player\\_embedded](https://www.youtube.com/watch?v=16Y0HAjLKYI&feature=player_embedded)



**Observation:**

- What does the teacher do?
- What does Moise feel?
- How does his family act?
- ...

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**How can learner's resources be taken into account in the classroom?**

**Please come together in groups and reflect on the film:**

1. What do you learn about Moises?
2. What does Moises do to try to participate in the lesson?
3. What could the teacher do to assess his knowledge and skills in this lesson?
4. What would you do to help Moises in the classroom?
5. Did you experience a similar situation yourself or in the classroom? What happens or might happen in your school?
6. Can teachers do anything? To what extent?

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**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 Latvia?**
7. **is migrant or asylum seeker / refugee?**

**Please choose a form to visualise your guesses!**

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## Linguistic and cultural diversity is normal !

- With our languages we associate emotions, experiences, memories and people.
- Our languages are linked closely to our (language) biography and our identity.
- In many cases we have a „Herzenssprache“; often this is our first language.
- The languages of the learners have to be taken into account:  
„If we ignore the languages of the learners, we ignore the kids themselves.“ (Jim Cummins)

33

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## International networks for migration and education

➔ **Some examples:**

- **SIRIUS:** European Policy Network on the education of children and young people with a migrant background  
<http://www.sirius-migrationeducation.org>
- **RUTU Foundation (NL):** Translanguaging: Focus on role of mother tongue education  
<http://www.rutufoundation.org/translanguaging-multilingual-issues/>
- **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/>
- **Cities of Migration** Conference 2016, Toronto  
<http://citiesofmigration.ca/2016conference/>

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## pauza na kávu sos caife coffee break kaffitími кофе-брейк Kaffeepause pause café pausa de café

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## Day 1 16:00 – 17:30

### Supporting the development of academic language in all subjects

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## Didactical approaches and models for bilingual/plurilingual education

1. Do you know/refer to approaches for plurilingual education in your professional field?
2. Approaches recommended by international experts in education and language teaching:
  - **Translanguaging** (language practices are considered as a single language repertoire; this has important implications for teaching the language of schooling as a second language)
  - **CLIL** (*Content and Language Integrated Learning*)
  - **SIOP Model** (*Sheltered Instruction Observation Protocol*)
  - **Language Support in all Subjects** = *Sprachbewusster Unterricht* (Cognitive academic language support in subject teaching)
  - **Continuous Language Development across the Curriculum** = *Durchgängige Sprachbildung* (FörMiG in Germany, QUIMS in Switzerland / whole school approaches)

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## 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)

**Share with you colleagues:**

- Which place/role do schools in the Czech Republic give to other first languages than the language of schooling?
- Can you imagine didactic concepts taking into account pupils' first languages in your professional context?

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## 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\\_AnGU8jv4o](https://www.youtube.com/watch?v=Z_AnGU8jv4o)

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## Translanguaging and identity texts

(Cummins, 2006; Cummins & Early, 2010)


**Identity texts are ...**

...“the products of students’ creative work or performances carried out within the pedagogical space of the classroom... insofar as students invest their identities in these texts (written, spoken, visual, musical, dramatic or combinations in multimodal form) that then hold a mirror up to students in which their identities are reflected back in a positive light.

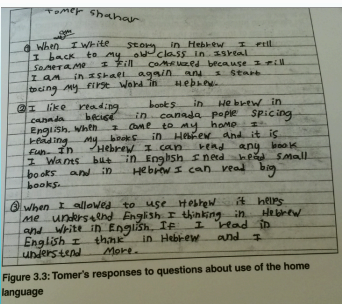
**When students share identity text with multiple audiences... they are likely to receive positive feedback and affirmation of self in interaction with these audiences.. (p. 60)”**



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Tomer's responses to questions about use of the home language

App for creating identity texts: [www.scibjab.com](http://www.scibjab.com)  
See more: [www.elodil.com](http://www.elodil.com)

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## Comparing languages

Lately there have been published (for the Austrian, German and Swiss context) some books with information about the most common migration languages, taking into account:

- information about countries, school systems, history
- characteristic of the language, grammar (e.g. word classes)
- "typical" difficulties of learners
- grapheme and phoneme system

1. Do you know similar publications or materials for the Czech context?
2. Why is it important for (language) teachers to have such information?
3. Have you had any situation in which you needed information about the languages of your learners? Why? Where did you get them from?

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## Comparing languages

**Look at the video!**

[https://www.youtube.com/v/8WfCf\\_OrNOE?autoplay=1&rel=0](https://www.youtube.com/v/8WfCf_OrNOE?autoplay=1&rel=0) (from 02:18)

- Which approach is being used? Please describe it.
- How does the teacher make use of information about the languages of his learners? What's the role of the learners?
- Have you tried out using the languages of the learners for grammar comparisons before? How could you use such an approach at your context?

43

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## Differences between languages

**There are linguistic universals ...**

**... nevertheless many differences between languages do exist!**

- **Phonological differences:** stressed syllables in words, opened/closed syllables, combinations of sounds
- **Morphological differences:** sort of casus assignment (languages with/without articles), verb flexion (suffixes), genus, plural)
- **Semantical differences:** Lexicalization of linguistic concepts (translation of one word in different context...)
- **Syntactical differences:** position of words in sentences, unavailability of certain word categories
- **Pragmatical differences:** Directness, indirectness, expression of courtesy /behaviour

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## Focus on learning process: Austin's butterfly

- <https://www.youtube.com/watch?v=hqh1MRWZjms>
- „As teachers, we often accept students' output as the result of students' ability at any given time, without being aware that by going over the product several times, and encouraging and guiding students' work on it, the result can be much improved.“
- <http://pluriliteracies.ecml.at/Portals/4/publications/pluriliteracies-Putting-a-pluriliteracies-approach-into-practice.pdf>

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**SUPPORTING MULTILINGUAL CLASSROOMS**

## What is academic language?

**„Sprache im Unterricht ist wie ein Werkzeug, das man gebraucht, während man es noch schmiedet.“**  
 (Butzkamm 1989: S.110)

„Bildungssprache ist eine Art, Sprache zu verwenden, die durch die Ziele und Traditionen der Bildungseinrichtungen geprägt ist. Sie dient der Vermittlung fachlicher Kenntnisse und Fähigkeiten und zugleich der Einübung anerkannter Formen der beruflichen und staatsbürgerlichen Kommunikation“  
 (H.-H. Reich, 2008)

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## What is academic language?

(Feilke, 2010)

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## BICS and CALP

**Definition (Cummins):**  
<https://www.youtube.com/watch?v=N-JvqObf5qk&t=172s>

BICS	CALP
Example: Face-to-face conversations	Example: Writing a standardized test
Context: Embedded	Context: Redacted
Example: Demonstrations or experiments	Example: Writing a standardized test

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**BICS and CALP**  
J. Cummins, 1979

**Difference between social and academic language skills**

<http://www.k12project.net/languages/images/cummins%201979%20Model%20of%20Language%20Interdependence.pdf>

**Model of Language Interdependence**

**COGNITIVE DOMAIN**

**LANGUAGE PROCESSES**

**BICS**  
Basic Interpersonal Communication Skills

**CALP**  
Cognitive Academic Language Proficiency

**Student Support Schema**  
COGNITIVELY UNDEMANDING TASKS (BICS)

Copying from the Board  
Reading a Map  
Face-to-Face Conversation  
Selecting Food in the Lunchroom  
Directions or Illustrations [with visuals or diagrams]

Following a Class Schedule  
Getting an Absence Excuse  
Telephone Conversation  
Written Directions, Instructions  
[no diagrams or illustrations]  
Oral Presentation  
Oral Classroom Directions  
[no gestures or body language]

**CONTEXT EMBEDDED** A B **CONTEXT REDUCED**

**COGNITIVELY DEMANDING TASKS (CALP)**

Demonstrations  
Science Experiments  
Basic Math Computations  
Social Studies Lesson [with visuals and graphics]

Standardized Tests  
Math Concepts and Applications  
Listening to a Lecture  
Reading Content Class Textbooks [Science, Social Studies, Literature]

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**From everyday language to academic language**

**1. 13 years old pupils speaking during an experiment**

**2. Report made orally by a pupil after an experiment**

**Von der Handlungssprache zur Bildungssprache**

**3. report written by a pupil**

**4. Text from a textbook**

**1. Drei Zehnjährige sprechen und handeln bei einem Versuch:**  
Das ... nein, es geht nicht ... es bewegt sich nicht ... versuch das ... ja, es geht ... ein bisschen ... das nicht ... das geht nicht, es ist kein Metall ... diese sind am besten ... gehen richtig schnell ... jetzt probier das mal ... siehst du nur Metall geht.

**2. Eine Schülerin berichtet anschließend über den Versuch:**  
Wir versuchten eine Stecknadel ... einen Bleistiftspitzer ein paar Eisenspäne und ein Stück Plastik ... der Magnet hat die Stecknadel nicht angezogen, aber er hat den Bleistiftspitzer und die Eisenspäne angezogen ... er hat das Plastik nicht angezogen.

**3. Schriftlicher Bericht derselben Schülerin:**  
Mit unserem Experiment sollten wir herausfinden, was ein Magnet anzieht. Wir fanden heraus, dass ein Magnet einige Arten von Metall anzieht. Er zog die Eisenspäne an, aber nicht die Stecknadel. Er zog auch Dinge nicht an, die nicht Metall waren.

**4. Text aus dem Lehrbuch:**  
Ein Magnet ist ein Stück Metall, das von einem unsichtbaren Feld umgeben ist, welches auf magnetisches Material wirkt. Der Magnet kann z.B. ein Stück Eisen anziehen, weil sein magnetisches Feld in das Metall fließt und es vorübergehend magnetisch macht. Magnetische Anziehung entsteht nur mit Materialien aus Eisen, Kobalt oder Nickel.

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**How do we help learners develop languaging?**

**Pluriliteracies, ECML: <http://pluriliteracies.ecml.at/en-us/>**

- “How do I know you know until I hear what you say, read what you write or see what you show me in an appropriate way?”
- Cognitive discourse functions:**  
Make sense of new content, for example by
  - describing and labelling the parts of a cell
  - explaining and defining a complex process such as photosynthesis
  - comparing different types of volcanoes
  - assessing and evaluating the opportunities/threats of hydraulic fracturing (fracking)

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**CLIL: Using language to learn and learning to use language**

- A 4Cs teaching framework requires a **re-conceptualisation** of language from language learning *per se* towards an **integrated model** which actively involves the learner in using and developing
- Language of Learning
- Language for Learning
- Language through Learning

**COMMUNICATION**

Language of learning

CLIL linguistic progression

Language learning and language using

Language for learning

Language through learning

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## If you want to know more.... CLIL and Pluriliteracies

**Pluriliteracies Approach to Learning**

The Graz Group Model

A Pluriliteracies Approach to Learning

Pluriliteracies and Pluriliteracies

So what is the pathway from subject literacy to pluriliteracy?

Pluriliteracy

- Publication: Language, Culture and Curriculum - Online Journal, Routledge edition
- Article: A pluriliteracies approach to content and language integrated learning – mapping learner progressions in knowledge construction and meaning-making
- Authors: Oliver Meyer, Do Coyle, Ana Halbach, Kevin Schuck & Teresa Ting
- <http://www.tandfonline.com/doi/pdf/10.1080/07908318.2014.1000924>

**ECML Pluriliteracies**  
<http://pluriliteracies.ecml.at/>

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## Scaffolding, a key competence for teachers

This sociocultural approach to learning recognizes that **with assistance, learners can reach beyond what they can do unaided, participate in new situations, and take on new roles.** [...] This assisted performance is encapsulated in Vygotsky's notion of the **zone of proximal development**, or ZPD, which describes the **'gap' between what learners can do alone and what they can do with help from someone more skilled.** This situated help is often known as „scaffolding“<sup>14</sup>. (Gibbons 2009, 15).

The diagram illustrates the Zone of Proximal Development (ZPD) as a green arrow pointing upwards. The left side of the arrow is labeled 'Anxiety' and the right side is labeled 'Boredom'. The arrow starts at 'What the learner can currently achieve independently' and ends at 'What the learner will be able to achieve independently'. A speech bubble on the left says 'Level of challenge' and a speech bubble on the right says 'Level of competence'. A speech bubble at the bottom left says 'Achievement with support'. A speech bubble at the top right says 'Support = scaffolding'. A text box in the center says 'Scaffolding occurs through the support of the more knowing other'.

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## Different levels of scaffolding

**Macro-scaffolding**  
(Gibbons 2002, Krifika 2010)

- **Needs analysis**, e.g. difficulties in a written text
- **Knowledge and learning abilities analysis** (Which linguistic structures can lead to problem in the classroom?)
- **Planning of teaching lessons** (activating pre-knowledge, planning additional activities, organizing working groups, etc.)

**Micro-scaffolding**  
**Teaching interaction**  
(Gibbons 2002, Krifika 2010)

- **active listening** to pupils' talk
- **Reformulation** of pupils' utterances
- **Explanation/ Clarification** of vocabulary or expressions appropriated for a specific context

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## MALEDIVE

**APPROACH IN A NUTSHELL** **STUDY MATERIALS** **FURTHER RESOURCES**

Study materials for teacher development

Teaching the language of schooling in the context of diversity

Teaching the language of schooling in the context of diversity:  
Study materials for teacher development


- **Scaffolding learning**  
<http://maledive.ecml.at/Studymaterials/School/Scaffoldinglearning/tabid/3618/language/en-GB/Default.aspx>

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**Reflection**

What I found on my plate was...



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**Summarising**



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**Day 2**

Time	Day 2
09.00-10.30	Adapting teaching materials for multilingual classrooms
10.30-11.00	Coffee break
11.00-12.30	Formative assessment in plurilingual education
12.30-13.15	Farewell break
13.15-14.45	Supporting multilingualism in one's own institution
14.45-15.00	Closing and evaluation

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**Day 2**

**09:00 – 10:30**

**Adapting teaching materials for multilingual classrooms**

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**Language dimensions in learning and teaching subjects**

„Sprachbewusster Unterricht“:  
teaching method with language-aware features (focus on academic language in language of schooling)

**Requested language dimensions in school**

1. On general level
2. On domain- and subject specific level
  - National educational standards
  - Subject specific curricula
3. On teaching and operational level

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**Language demand in subject lessons**

- **Language functions** (operators, etc): remember Bloom's taxonomy!
- **Fields of competencies in a specific subject** (scientific knowledge as such, acquisition of knowledge, communication, evaluation)
- Some examples for sciences:
  - E1** Students **describe phenomena** and lead them back to common physical contexts
  - E2** Students select data and information from different sources to process the tasks ...
  - E6** Students propose hypotheses on basis of simple examples
  - E10** Students assess the validity of empirical outcomes and their generalisation

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**Bridging the gap between school requirements and pupils' resources**

Which language required?

How language level?

Teachers should know how to develop our academic language in all subjects!

means, raising awareness of teachers

→ Analysis framework

Bottom up

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**Let's make an experiment!**

The students observe and **describe** a phenomenon.

Which linguistic means are necessary to describe this phenomenon precisely?

**You will recognise it immediately, when you take the students perspective!**

**Observe the phenomenon!**  
**Describe in everyday language, what you observe!**  
**Use your best foreign language!**

Bottom up


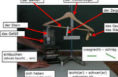
\*Tajmel, T. (2009). *Preparing Teachers for Cultural and Cognitive Diversity in the Science Classroom*. In: Tajmel, T. and Blau, K. (Eds.), *Science Education Unlimited. Approaches to Equal Opportunities in Learning Science*. Weinmann, Wiesbaden, New York.

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**Role of language in subject teaching**

- Exchange your impressions!
- What did you miss in term of language?
- What are the linguistic requirements in subject teaching?

ohne Vokabeln	mit Vokabeln
 <p>als das diese Becher mit Stein gefüllt ist, ist das <b>stein leichter</b> geworden als die andere</p>	 <p>als das <b>Gefäß</b> mit Wasser gefüllt ist und den Stein etwas <b>eingetaucht</b> haben wurde das <b>Kleiderbügel</b> <b>schräg</b> und das <b>Gewicht</b> wurde schwerer als der Stein, <b>der Zeiger</b> bewegte sich nach links und das Stein <b>hebt sich</b> etwas.</p>

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**Language-aware teaching practice**

**Preparation of teaching lessons:**

The teacher anticipates the subject related language needs and the expected language outcomes.

Analysis framework for language functions (Tajmel 2011)	
1. Educational standard	Acquisition of knowledge (F): Observing and describing phenomena Basic concept: interaction, buoyant force
2. Relevant language function	<b>Describing</b>
3. Level of expectations	A stone is hanging on one side of a coathanger, on the other side there are weights hanging. The stone is as heavy as the weights. When the stone is dipped into water, the side with the stone lifts and the coathanger is inclined.
4. Relevant linguistic means:	- stone, coathanger, weights, horizontal, inclined, to dip into, to lift, light, heavy, ... - conditional clause, passiv form
5. Modified and extended educational standard	The students describe an experiment to buoyant force by using general terms, such as weights, inclined, to dip into, light – heavy, ...

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**Identified language demand**

Which kind of „language needs“ do you identify here?

(beam) balance coathanger  
 balance beam weight(-s)  
 to submerge... to dip in ...  
 light - heavy horizontal - inclined - upright

Tajmel, T. et al. (2009): Floating – Sinking. Teaching Modules for grade 5-8. In: Tajmel, Tanja and Stark, Klaus (Eds.), Science Education Unlimited. Approaches to Equal Opportunities in Learning Science, Wasmann, Münster/New York 2009  
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**From BICS to CALP**

• **Look at the short video:**  
<https://www.youtube.com/watch?v=p-cWCHpiWVI>

• **Describe how the earthworm moves!**

- How to explain it to a child?
- How to explain it to an adult?
- How to explain it in a biology lesson: content and language?

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**Earthworm locomotion**

„Earthworms move along by waves of muscular contraction traveling back along the body. Extra grip is given by short, backward-pointing bristles (setae), which can be pushed out as required. There are four pairs of setae on each segment, except the first and last. The setae also serve to anchor a worm out of the ground.“  
<http://www.robinsonlibrary.com/science/zoology/annelids/earthworm.htm>

What are the linguistic characteristics of such definitions?

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**Precise formulation of language need by means of a grid...**

How to formulate the task?  
 Wie lautet die Aufgabenstellung?  
 Which speech act(s) are required for the answer? (describe, argue...)  
 How to formulate the answer that I am expecting as a teacher?  
 Welche Wörter oder Sätze sind notwendig, um die Antwort zu formulieren?  
 Which words or sentences are needed to formulate the answer?

**„Konkretisierungsraster“**

Die Schülerinnen und Schüler argumentieren bei Bewegungsänderungen mit dem Kraftbegriff.

argumentieren

Ein Körper wird langsamer oder schneller, weil eine Kraft wirkt. Wenn keine Kraft wirken würde, dann würde er seine Geschwindigkeit und Bewegungsrichtung nicht verändern.

Fachwörter: Körper, Geschwindigkeit, Bewegungsänderung, Steigerungsformen: Langsamer, schneller  
 Komposita: Bewegungsrichtung  
 Nominalisierungen: Bewegungsänderung  
 Kausalsätze (... weil ...)  
 Konditionalsätze (Wenn ..., dann ...)

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**Try out!**

**Earthworm locomotion**

Conference documentation „Vom Bilderbuch zur Bildungssprache“, 8th March 2013, Dresden, p. 29

**Kit: 6** **Thema: Der Regenwurm** **Vorschlag**

Aufgabenstellung: Beschreibe die Bewegung eines kriechenden Regenwurms.

Operator Sprach-handlung: mündlich Textarbeit schriftlich beschreiben

Ausformulierter Erwartungshorizont: Die Bewegung des Regenwurms erfolgt durch zwei Muskeln. Durch Zusammenziehen des Ringmuskels wird er länger, zieht er den Längsmuskel zusammen, wird er kürzer. Dies wiederholt sich. Mit den Borsten hält er sich fest. (auch: Borsten verhindern das Zurückschlüpfen)

Sprachliche Mittel Wortebene:

- Fachwörter: Ringmuskel, Längsmuskulatur, Borsten
- Komposita: Regenwurm
- Nominalisierung:
- Partizipialattribut: Abkürzung: usw.
- trennbare Verben: zusammenziehen,
- Komparativ: länger, kürzer

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**How to scaffold?**

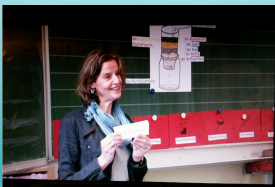
Which technics, methods, activities help learners to understand contents better?

Source:  
<http://nns.cz/blog/wp-content/uploads/9-40-dejepis-9-108-109-dvoustrany-rgb.jpg>

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**Scaffolding in natural sciences**

**Look at the videos:**  
How did both teachers plan the lesson



Eine Pfütze am Himmel heißt nicht Pfütze, FörMig Material, Band 4, Quehl, Trapp, 2013

Deutsch als Zweitsprache, Atasever, Roth, University of Cologne, 2013

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**Language in textbooks**

**Choose one lesson in a textbook and look at the language:**

- What could be difficult for the pupils?
- Think of a pupil with migration background: What could be specially difficult for her/him?
- What would help children to better understand the text/learn the content?



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**pauza na kávu**  
**sos caife**  
**coffee break**  
**kaffitími**  
**кофе-брейк**  
**Kaffeepause**  
**pause café**  
**pausa de café**

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**Day 2**  
**11:00 – 12:30**  
**Formative assessment in plurilingual education**

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## My students and their language repertoire






The diagram shows a central clover leaf with four petals, each representing a language competence. The petals are labeled: 1. vocabulary (blue), 2. grammar (green), 3. spoken language use (green), and 4. written language use (blue). Each petal is connected to a box containing a list of activities. The boxes are: 'Sprachenkleeblatt' (top), 'Wortschatz' (top right), 'schriftlicher Sprachgebrauch' (left), and 'mündlicher Sprachgebrauch' (bottom left). The 'Sprachenkleeblatt' box also includes a note about the importance of the language repertoire for the individual.

- Think of one of your multilingual students
- Represent his/her language competences in a clover leaf using colours:

- rot: low competences
- gelb: intermediate competences
- grün: very good competences

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## Reflection on one's own practice

### Short discussion in groups



- The evaluation of language skills is very important.
- Estimating language skills is easy to me.
- I could estimate the language skills of my pupils right away.
- I could also estimate the language skills of my pupils in their first language .
- The evaluation of language skills is part of my professional tasks.
- In the evaluation of language skills the whole language repertoire of my pupils should be taken into account.

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# Teachability hypothesis

**“Is language teachable?”**

...

- Instruction can speed up the rate of development in second language acquisition ...
- ...providing that learners are instructed on **one stage\* beyond their current proficiency.**

(Pieneman 2006)

\* = level/milestone of language development

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SUPPORTING  
MULTILINGUAL  
CLASSROOMS

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DIRECTORATE-GENERAL  
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AND HERITAGE

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LANGUAGES



**Assessment in multilingual classrooms**

- 1) What is the objective in assessing the language competence of my learners?
- 2) What has to be taken into account when assessing plurilingual learners?
- 3) Which linguistic skills do I want to assess?
- 4) Which language requirements does school put on the learners?
- 5) To which resources do you have access? Which other resources would be useful?

**Read answers on ECML worksheet (Maledive)**

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**Observing and assessing specific language skills**

- Language is a comprehensive resource of communication
- 7 linguistic *basic qualifications* allows to have a differentiated view on language skills (Ehlich 2005)

**Source:** Lengyel/ Reich/ Roth/ Döll (2009): 19  
**Grafik:** Katja Schnitzer

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**Complex development of language skills**

(Cummins 1979)

- **Kindergarden:** overall competence (spoken language)
- **Primary school:** further expansion of overall competence, development of literacy and academic language, language of schooling
- **Secondary school:** subject specific language skills

**Source:** Kany/Schöler (2010): 98; **Grafik:** Antje Aulbert

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**Language diagnostic in multilingual settings**

**Types of tools (Döll 2012)**

- testing: tests
- analytical: profile analysis, observation tools

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## Different goals for language diagnostic

Selective assessment	Inclusive assessment
<ul style="list-style-type: none"> <li>Mostly in transition periods</li> <li>Rather deficit-oriented</li> <li><b>Goal:</b> institutional decision making</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated gathering of individual profiles</li> <li>Competence-oriented</li> <li><b>Goal:</b> Quick recognition of language difficulties/impairment</li> </ul>

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## Different kinds of tools

Estimation method	Tool	Details
Estimation method	Schätzverfahren	<ul style="list-style-type: none"> <li>Fremd- und Selbsteinschätzung</li> <li>Beispiel: Schülerfragebogen</li> <li>Nachteil: sehr subjektiv</li> <li>Vorteil: besitzt verschiedene Perspektiven mit ein, Selbstreflexion</li> </ul>
Observation	Beobachtung	<ul style="list-style-type: none"> <li>Sprachliches Handeln in alltäglichen und natürlichen Situationen</li> <li>Beispiel: "Trennuntersuchungen D2"</li> <li>Vorteil: Erfassung pragmatischer und diskursiver Qualifikationen</li> <li>Nachteil: sehr subjektiv (Beobachtungseffekt)</li> </ul>
Profile analysis	Profilanalyse	<ul style="list-style-type: none"> <li>Analyse von quasi-natürlichen freien Sprachproben</li> <li>Beispiel: HAVAS 5, Törling, Tübingen</li> <li>Vorteil: Erzielung eines umfassenden Förderprofils</li> <li>Nachteil: hoher Aufwand</li> </ul>
Test	Tests	<ul style="list-style-type: none"> <li>differentielle Analyse eines spezifischen Sprachbereichs</li> <li>Beispiel: L2-Ge D2 (kombiniertes Verfahren)</li> <li>Vorteil: differenziert, statistisch Auswertbar, kontrolliert (Skalierbarkeit)</li> <li>Nachteil: muss kein umfassendes Bild (spezifische Sprachbereiche)</li> </ul>
Screening	Screening	<ul style="list-style-type: none"> <li>Feststellung eines allgemeinen Förderbedarfs</li> <li>Beispiel: C-Test</li> <li>Vorteil: wenig aufwändig, schnell mit der ganzen Gruppe durchführbar</li> <li>Nachteil: Ableitung eines differenzierten Förderprofils nicht möglich</li> </ul>

Literatur: BAMF (2005): 154 – 164; Kany/Schöler (2010): 115; Grafik: Antje Aulbert

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## What to ask yourself before assessing language proficiency?

**Key questions:**

- What goals should be achieved when I assess language proficiency?
- What is my target group? With which linguistic challenges do my pupils have to deal with?
- Which language skills should be assessed?
- What resources are at my disposal?

Abbildung: Antje Aulbert

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## Tools for profile analysis in the context of migration

**Standardized instruments**

- HAVAS 5** (used in the youngest cohort, Reich/Roth 2004) designed to assess children's oral language skills
- Tulpenbeet** (11-year-olds, Reich/Roth/Gantefort 2008) designed to assess the written academic language skills
- Bumerang** (15-year-olds, Reich/Roth/Döll 2009) designed to assess the written academic language skills

**All three tools use a pictures sequence**

- To elicit language production
- To capture several phenomena that are typical for second language acquisition.
- Each test provides an overall score of the participants' language skills, which is composed of the scores the participants achieved in different language subdomains:
  - Task accomplishment
  - Vocabulary
  - Use of sentence connectors
  - ...

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## What are assessment and observation tools?

**If you need help for understanding the definition in German...**

snapshot -  
complex processes –  
language acquisition –  
speaking community –  
should be collected –  
appropriate to the age  
group – common –  
required

„Eine **Momentaufnahme** in Bezug auf **komplexe**, keineswegs einlinige **Prozesse**, durch die ein Kind die Sprache der Sprachgemeinschaft erwirbt, in der es lebt. Es soll erhoben werden, ob sich **Kinder bei ihrer Sprachaneignung** innerhalb eines Fensters dessen bewegen, **was für die jeweilige Altersgruppe angemessen, üblich, erforderlich ist.**“

Literatur: Gogolin/ Roth/ Neumann (2005): 36

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## Observation Tools

- **Description:** collecting information on the individual level of language achievement by criteria-led and systematic observations in (ordinary) interaction at school
- **Advantages:** allow diagnosis during lessons, profile of language skills as a result, wideranging conception of language competence
- **Challenges:** requires central basic knowledge of linguistics and analytical skills

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## USB DaZ

- = „Unterrichtsbegleitende Sprachstandsbeobachtung Deutsch als Zweitsprache“
- = Observation of language competence during lessons German as a second language  
(Fröhlich/Döll/Dirim 2014)



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## Second language acquisition Basics

- Sequences in language acquisition with focus on German as a second language
- State of research:
  - morphology, syntax
  - lexicon, semantics
  - pragmatics, discourse
- Concrete descriptive and estimating scales

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**Verb position in declarative sentences**

This linguistic feature is an indicator for the level of language development in German

complex adjunct with participles

complex two-part verb forms

verb end in subordinate clauses

two-part verb forms

verb in second position

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**Features of academic language are specific to each language**

Stage	Phenomena	Examples
6	Cancel Aux-2 <sup>nd</sup>	I wonder what he wants.
5	Neg-Aux-2 <sup>nd</sup> Aux-2 <sup>nd</sup> -7 Tag-6	Why didn't you tell me? Why can't she come? Why did she do that? What will you do? Peter likes bananas.
4	Copula S (1) Wh-copula S (1) Verb-1 Verb-2	Is she at home? Where is she? Turn it off! Do he live here? Can I go home? Where she want? What you want? Today he stay here. I show you my garden. This is your pencil. Mary called him.
3	Do-SV (1) Aux SV (1) Wh-SV (1) Adverb-First Pass (Present) Object (Present)	Me no live here. / I don't live here. You live here? John played. Jane going. I live here. Put's cat is fat.
2	S neg V (1) SVO SVO-Question -ing Phrasal -s (Noun) Phrasal -s (Noun)	How are you? Where is X? What's your name?
1	Words Formulae	

... and what about the Czech academic language?

Language development scale ESL  
[http://www.vjaky.upb.de/institute/Anglistik\\_Amerikanistik/Personal/Pienemann/stages/Stages\\_Folie.doc](http://www.vjaky.upb.de/institute/Anglistik_Amerikanistik/Personal/Pienemann/stages/Stages_Folie.doc)

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**Analysing pupils' written productions**

1. Work in pair:
  - Choose one text written by one of your pupils and observe the language
  - On which stage of language development do you guess he/she finds him-/herself? (SLA, Czech academic language)
  - What is already acquired? (criteria for text writing, error analysis, ...)
  - Which language hurdles/obstacles do you identify?
2. How to scaffold: activities, materials, ....
3. Share in groups of 4
4. What do you take from this activity?  
Share in plenary

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**polední přestávka**  
**am lóin**  
**lunch break**  
**hádegini**  
**в обеденный перерыв пауза**  
**Mittagspause**  
**déjeuner**  
**almoço**

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**Day 2**  
**13:15 – 14:45**

**Supporting multilingualism in one's own institution**

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**Supporting multilingualism in our professional context**

- Making visible the languages of the learners
- Language diagnosis
- Respect/value to languages and cultures, to different backgrounds; raising intercultural awareness
- Taking into account learner resources: wishes, principles
- making use of already existing examples of good practise and materials
- Promoting democratic practices in classroom
- Working with teachers' own attitudes
- Developing LA: language comparisons
- Scaffolding
- Supporting the L1s of the learners
- Pluriliteracies

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**What would we like to change?**

Stick HERE a concrete and simple thing you would like to change in your institution.

Students	Teachers	Director	Families	Authorities

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**Our next steps**

