

SUPPORTING



MULTILINGUAL  
CLASSROOMS

# Supporting multilingual classrooms

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European Centre for Modern Languages and European Commission cooperation  
on Innovative Methodologies and Assessment In Language Learning

This initiative is carried out within the framework of the **Innovative Methodologies and Assessment in Language Learning** cooperation agreement between the European Centre for Modern Languages and the European Commission  
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Promoting excellence in language education

## European Centre for Modern Languages of the Council of Europe

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# Young migrants

## Supporting multilingual classrooms



This initiative provides training workshops to help member states ensure access to quality education for migrant learners which will help bridge the attainment gap between these learners and non-migrant pupils - highly developed linguistic competences become key transversal competences to support learning, employability and social cohesion.

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## Introduction

This training and consultancy activity will help bridge the attainment gap between these learners and non-migrant pupils by drawing on a wide range of successful ECML projects and resources which focus on the linguistic integration of these learners. In addition, this initiative will expand the online inventory of Open Educational Resources – one of the key outputs of the previous initiative, ICT-REV, – through the inclusion of resources in languages other than English in support of multilingual classrooms

## Related ECML themes

- [Plurilingual education](#)
- [Migration and language education](#)
- [New media in language education](#)
- [Use of ICT in support of language learning and teaching \(ICT-REV\)](#)

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# SMC Team

- **Brigitte Gerber**, Université de Genève, Institut universitaire de formation des enseignants (IUFE), Switzerland - (co-coordinator)
- **Terry Lamb**, University of Westminster, London, UK- (co-coordinator)
- **Mercè Bernaus**, Universitat Autònoma de Barcelona, Spain
- **Kristin Brogan**, School of Social Sciences, Institute of Technology Tralee, Ireland
- **Catherine Carré-Karlinger**, Pädagogische Hochschule Oberösterreich, Austria
- **Chantal Muller**, HENALLUX - Haute Ecole de Namur-Liège-Luxembourg, Belgium
- **Katja Schnitzer**, Pädagogische Hochschule der Fachhochschule Nordwestschweiz, Switzerland



# SMC Team

- Mercè Bernaus : **Conbat+, LEA**
- Kristin Brogan : **PlurCur, Plurimobil**
- Catherine Carré-Karlinger: **Pepelino, CLIL-LOTE GO**
- Chantal Muller: **Plurimobil, EPLC**
- Katja Schnitzer: **Maledive**
- Brigitte Gerber: **FREPA, Parents, ECEP**
- Terry Lamb : **LACS , Marille**



# Workshops

2015-2016 and 2016-2017 :

- Austria, Belgium, Czech Republic, Estonia, Finland, Greece, Latvia, Iceland, Ireland, Malta, Poland, Slovenia
- 2 workshops in some of these countries
- ~ 30 participants in each workshop
  
- 2017-2018: Albania, Armenia, France, Denmark, Greece, Latvia, Portugal, UK



# Workshops – 3 modules

- Supporting all language teachers in multilingual classrooms
- Supporting all teachers with language development across the curriculum
- Developing a whole-school approach to valuing and supporting linguistic and cultural diversity



# ECML projects in the workshops

- **Combat+** - Content based teaching and plurilingual/cultural awareness
- **Maledive** - Teaching the language of schooling in the context of diversity
- **Marille** - Majority language instruction as a basis for plurilingual education
- **FREPA/CARAP** - Plurilingual and intercultural competences
- **Plurimobil** – Plurilingual and intercultural learning through mobility
- **Descriptors** - Language descriptors for migrant and minority learners' success in compulsory education
- **Plurcur** –Plurilingual whole-school curricula
- **Parents** - Involving parents in plurilingual and intercultural education
- A **pluriliteracies** approach to teaching for learning
- **Educomigrant** - Collaborative community approach to migrant education

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## Rethinking classroom practices: Plurilingualism as a resource

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# Objectives

- To reflect on your own plurilingual repertoire
- To reflect on the diverse needs of your own students
- To consider the challenges and benefits of plurilingualism
- To be informed about myths and realities regarding multi/plurilingualism



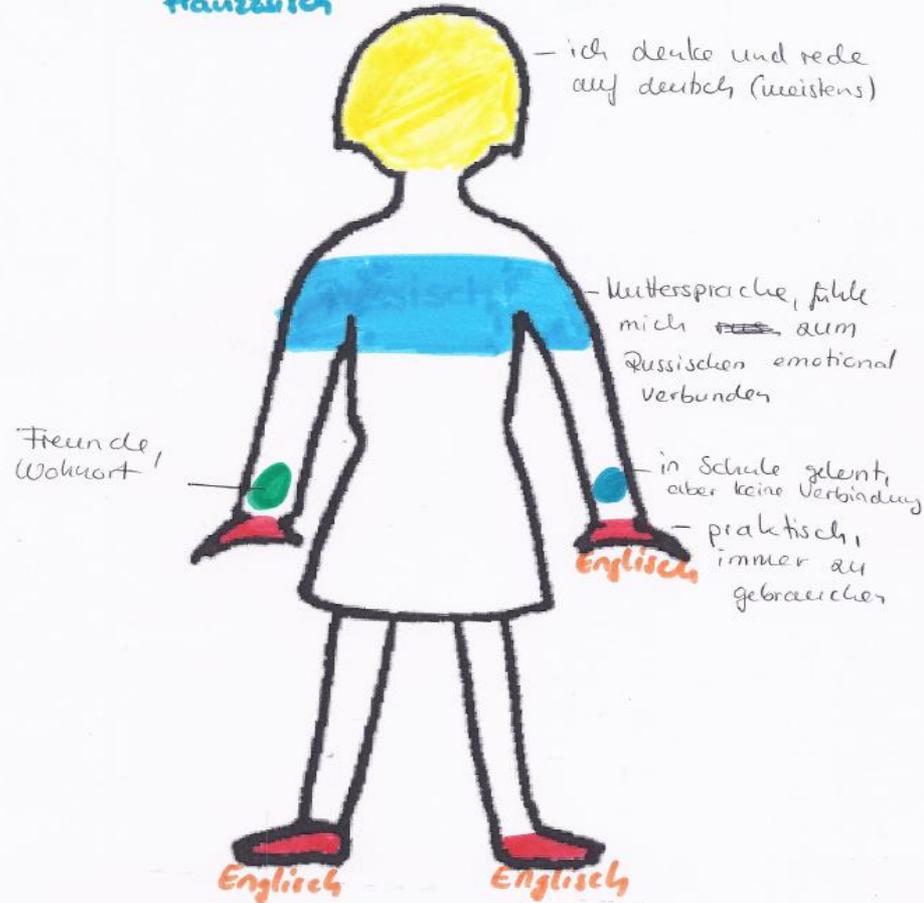
# Your plurilingual repertoire

- Think of your own plurilingual repertoire
  - Imagine the different languages/dialects etc. were located in different parts of your body
  - Where would you place them and why?



Name: Kristina Hester

Sprachen: Russisch Deutsch Englisch Türkisch  
Französisch





# Rethinking multilingualism

- Which languages can be found in your environment outside school?
- Which languages are visible or audible inside your school/classroom?
  - Whatever your response, what does this reveal about your school and its values?



# Reflecting on myths about plurilingualism

- Choose two of the statements and give some reasons why you think they are wrong or right.
- Compare your perspective with the statements of Grosjean

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## Pluralistic approaches to language lessons

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# Objectives

- To reflect on attitudes and the strategies used when trying to understand an unknown language
- To help learners to draw on all their resources when learning a language
- To reflect on the potential impact on learning of activities which involve several languages



# ATTITUDES (cf. FREPA)

- **Sensitivity** to the existence of other languages and diversity
- **Curiosity** about a multilingual or multicultural environment
- **Motivation** to study or compare the functioning of different languages (e.g. structures, vocabulary, systems of writing, etc.) or cultures
- **Openness** to the diversity of languages / to difference / towards the unfamiliar
- **Ability to deal with** what is new / strange in the linguistic behaviour of others
- **Having confidence** in one's own abilities in relation to languages

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## Benefiting from linguistic diversity across the curriculum

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# Objectives

- To develop a plurilingual dimension in different subjects
- To experience ECML resources and consider ways of adapting them for the (e.g.) Maltese context
- To reflect on multilingualism as a resource for all



# Combat+ Focus questions

1. What are the benefits to plurilingual children?
2. What are the benefits to all children?
3. What exactly would children learn from these resources and activities?
4. How might they be adapted for your own context? (subject, age group etc)
5. Can you think of other activities in other subjects?
6. What obstacles might there be to you doing this kind of activity? How might you get over them in order to include at least some aspects of this kind of learning?

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## Supporting children with the language of schooling across the curriculum

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# Objectives

- To develop practical approaches to supporting plurilingual children to access the language of schooling across the curriculum
- To share your own strategies and develop them
- To explore scaffolding strategies and differentiated teaching materials
- To consider the role of formative assessment



# Some comments from participants

## A change of mindset:

- 'Good examples. Changes the mindset against multilingualism. Good moments of interaction.' (Belgium)
- It helped me to understand feelings of a foreigner in the class. Now I am more aware of the need of an academic language in the subject lessons. (Czech Republic)

## Discovering new materials:

- Many material presented can be used at schools and others which could be adapted. Also links + projects of ECML can be referred to. (Greece)
- 'I have a "normal" class with pupils from different language backgrounds. Those children are afraid to use their home language and the atmosphere in the class is not relaxed and pleasant as I would like to. Therefore I will use the material to try to let the kids know and respect each other more and have better teamwork skills.' (Ireland)



## Some comments from participants

### Disseminating:

- Created awareness on plurilingualism in the classroom and provided us with ideas to multiply with other teachers in the classroom. (Malta)
- At the moment I don't teach migrants but life might change soon. I can share my knowledge with other teachers in Latvia. (Latvia)

### Experiencing and sharing:

- It was safety, open environment to discuss about supporting multilingual classrooms through different strategy which I use with my pupils in school surrounding. (Slovenia)
- When I decided to join this workshop, I didn't know the language spoken would be English. It was very interesting for me to feel like a student, not speaking the language very good. It was a great experience and I understand my pupils / the situation of my pupils better. (Austria)