

## MARILLE: Template for practice examples

<b>Author of this description:</b> Paula BOSCH, Anna LASSELSBERGER, Alexandra MELISTA	
<b>Title/ name of example:</b> UN Convention on the Rights of the Child based on a simplified version of the Convention in 24 languages (published by the Austrian Federal Ministry of Education, Arts and Culture/Bundesministerium für Unterricht, Kunst und Kultur)	
<b>Internet address (URL) of example (if available):</b>	
<b>Person responsible/ contact person:</b> Anna Lasselsberger, Bundesministerium für Unterricht, Kunst und Kultur, <a href="mailto:anna.lasselsberger@bmukk.gv.at">anna.lasselsberger@bmukk.gv.at</a> (a pdf version of the simplified version of the Convention can be ordered by e-mail)	
<b>Example from</b>	
<input type="checkbox"/> +Mainstream majority language teaching	<input type="checkbox"/> +Special classes for non-native speakers of majority language (second language classroom)
<input type="checkbox"/> +Other subjects: History, Social/Political Studies etc.	
<b>Type of example:</b> <input type="checkbox"/> +Teaching material <input type="checkbox"/> Classroom video <input type="checkbox"/> +Lesson plan/ scenario <input type="checkbox"/> Other:	
<b>Required time:</b> 2-3 h	
<b>Target group (Age, type of school, languages,...):</b>	12+ (depending on how much guidance is offered through worksheets etc), multilingual classes  The teaching sequence can also be used in monolingual contexts. In this case a variety of different languages is chosen and the presentation by the “language experts” (1e) has to be cancelled (and replaced e. g. by some input by the teacher).
<b>Detailed description of example:</b>	<u>Teaching material</u> a simplified version of the UN Convention on the Rights of the Child in all languages present in the classroom (or in monolinal contexts: of any number of languages)

### Lesson plan

#### Step 1:

- a. Groups receive a copy of the Convention in a language (or more) they do not speak.
- b. Pupils have to guess the languages (in the form of a competition)

#### *“Using linguistic clues” →*

- c. In a next step they are asked to draw up a list of characteristics of the text genre - even if they do not understand the language – and fill in a grid.
- d. Then they have to infer the meaning of the text using a variety of clues (e. g. numbers, internationalisms, function words like prepositions), comparing the language of the text to other languages they know.
- e. Finally, students who know the language(s) act as experts and provide feedback to the groups.

#### Step 2:

- a. Students or groups of students choose one or more articles of the Convention and do some research on them (using online sources –younger learners would have to be offered guidance) in a language they prefer (e. g. content, violations, situation in different countries).
- b. The information found is read and has to be restructured in order to prepare essays, posters, photos, collages (or any kind of presentation) – in the majority language or the languages present in the group.
- c. Finally, the results of their work are presented to the plenary in the majority language.

Questions teachers should reflect on before using this teaching sequence:

- How many languages are spoken in the classroom? Which ones? Where can I find some basic information on these languages?
- What is the linguistic repertoire of the plurilingual students in their L1s/in any other language they speak?
- Which students feel confident enough and would like to act as language experts (Step 1e)? If none, how could this part of the activity be adapted?

### **Which aims and underpinning values are fostered?**

- focus on learners with varying language skills, proficiency profiles and cultural backgrounds
- recognise that plurilingualism is present all the time
- benefit from all the language capacity learners possess
- encourage student voice: autonomous learning, ownership of learning processes and outcomes
- increase confidence, enjoyment and awareness in using various languages
- develop curiosity

- develop respect and esteem
- increase motivation for languages
- appreciate and enjoy different literatures and texts, different discourse styles and genres

## **Which aspects of knowledge and skills relevant for plurilingualism are promoted in this example?**

### **Knowledge and understanding**

- **Different languages and language systems**
  - linguistic knowledge and terminology needed to understand and discuss language
  - language awareness; analytical work with language
  - awareness of the languages spoken in school and the wider community
  - understanding of ways of comparing languages/varieties, spoken and written, standard and non-standard language (structural features, communicative conventions etc.)
- **Various literatures, texts, discourses and genres**
  - Understanding of the implications for interpreting, reading and learning
  - from various cultural and language areas
  - about plurilingual and pluricultural experiences
- **Language learning and language proficiency**
  - metalinguistic knowledge: giving rules, recognizing structures...
  - metacognitive knowledge: self-, task and strategic knowledge
- **Language functions**
  - registers related to genres and different social contexts
- **Social and intercultural understanding by working effectively as part of a team**

### **Skills**

- **Investigating and acquiring knowledge**
  - accessing, understanding, interpreting oral and written information with varying cultural conventions
  - using reference material with varying cultural emphasis and reworking information
  - mediation skills: translating from one lg. to another; summarising in one language a text written in another language
  - interpretation skills: critical analysis, clarification and explanation of the (cultural) meaning attributed to texts describing various cultural contexts (e.g. novel, story, poem)

- strategic skills: reading for learning; linguistic clues for inferring meanings on various textual levels
- observing, identifying and comparing linguistic and cultural elements and phenomena
- applying skills and knowledge mastered in one language
- **Interacting, networking and discussing**
  - capacity to interact and establish relations and to work collaboratively with people with varying cultural, linguistic, learning and religious backgrounds
  - ability to make optimum use of all the languages in one's repertoire
  - ability to select the appropriate lg. register for a particular purpose
  - ability to play with language
- **Self-directed (language) learning**
  - increasing awareness of effective language learning processes
  - increasing responsibility for one's own learning and ability to develop own approaches to (language) learning
  - finding alternative opportunities and resources for learning
  - developing proficiency in planning, monitoring and evaluating one's own learning and ability to define new goals on the basis of progress
  - showing willingness to experiment more with one's learning
  - applying meta-cognitive strategies and analogy, use principles of abstraction and generalisation

<b>Teachers need these...</b>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>● basic knowledge of linguistics (e.g. language typologies, language structure, characteristics of language for general vs. for special purposes...)</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>● inclusive, differentiated practice; language diversity management in the classroom</li> <li>● inclusive approach to teaching of all languages</li> <li>● ability to enable learners to benefit from all the language capacity they possess (e.g. strategic and language competences; language repertoires, languages, varieties and dialects)</li> </ul>
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<b>Evaluation of example</b>	<b>Positive:</b>	<b>Negative:</b>
<b>Other comments:</b>		

