

MARILLE: Template for practice examples

Author of this description: Eija Aalto	
Title/ name of example: Minun kieleni 'My language(s)' (A chapter from the studybook for the 7 th graders on upper level of the comprehensive school by Kaisa Tukia, Eija Aalto, Peppi Taalas & Sanna Mustonen: <i>suomi2 – Minä ja arki</i>)	
Internet address (URL) of example (if available): - -	
Person responsible/ contact person: Kaisa Tukia, Eija Aalto, Peppi Taalas & Sanna Mustonen	
Example from	<input type="checkbox"/> Mainstream majority language teaching <input type="checkbox"/> Other subject: _____
<input checked="" type="checkbox"/> Special classes for non-native speakers of majority language (second language classroom)	
Type of example: <input checked="" type="checkbox"/> Teaching material <input type="checkbox"/> Classroom video <input type="checkbox"/> Lesson plan/ scenario <input type="checkbox"/> Other:	
Target group (Age, type of school, languages,...):	11 - 13 years old, 5 th - 7 th graders in the comprehensive school (A2 level of proficiency in Finnish) Finnish, pupils mother-tongues and either on word or sentence-level examples of Estonian, Hungarian, Czech, Swedish, English and Polish
Detailed description of example:	<p>The aim of the material is to raise language awareness and to encourage pupils to work analytically with languages and by comparing languages recognize structures and regularities both in Finnish and in other languages they (more or less) know.</p> <p>In the material pupils are first led to work on their own language repertoire in various everyday situations and activities. Then they assess their proficiency in Finnish and draw their language profile in graphic form. They are also asked to think of their attitudes towards different kinds of mistakes (e.g. which do they consider as "serious" or "embarrassing"). Thirdly, they work on the characteristics of Finnish language. In the exercises they are asked to compare Finnish to their own mother tongue and also other languages, some of which they most probably don't know. They are led to infer meanings, compare spoken and written variants and analyze language use and various functions certain grammatical items have. In the end they evaluate their attitudes towards learning Finnish.</p>

Which aspects of knowledge, skills and attitudes relevant for plurilingualism are promoted in this example?

Knowledge and understanding

- analytical work with languages: comparing and exploring languages and varieties
- meta-linguistic knowledge of language and language learning

Skills (language use)

- strategic skills: linguistic clues for inferring meanings
- ability to apply meta-cognitive strategies and analogy (principles of abstraction and generalisation)
- ability to play with language
- ability to compare and learn from the others in the classroom

Attitudes

- willingness to take responsibility of one's own learning
- willingness to learn from the others in the classroom

Evaluation of example

Positive:

The material aims to focus on the learner and support his/her own inferring processes. There is also a strong tendency to encourage learners to identity work: what is my language repertoire and profile like? who am I as a language user? what supports and hinders my language learning?

Negative:

The material is designed for learners of Finnish as a second language, for majority language classroom it should be modified in order to cover better the variety in plurilingual classrooms. It doesn't take enough into account the perspective of those pupils who speak Finnish as a mother tongue. However, the task-types and analytical processes embedded in the exercises work fine for native speakers of Finnish too.

Other comments: