## Inspiring stories about language learning

# **Plurilingual Fashion Show**

#### Context:

- A primary school in Dublin, Ireland. English is the language of schooling. The Irish language is a curricular subject with 3.5 hours per week teaching allocation.
- There are 25 children in this Sixth Class (age 11+). 20 of these children speak home languages other than English. Within this group there are 12 different language backgrounds.

### Reasons for choosing the activity:

• The teacher uses the children's interest in putting on a fashion show as a means of incorporating all the languages of the classroom, thereby helping to develop her pupils' plurilingual skills.

### **Description:**

 As part of their end of primary school celebrations, one class asks their teacher if they could organize a fashion show, promising to undertake all the organization and preparation themselves. The teacher agrees with the provision that all the languages at their disposal are used at some point in the event. Children acted as commentators, models and sound technicians (→ holistic land meaningful language learning). A further expectation of the children is that they would undertake a written exercise. To do this, they have to invent a fictitious model describing them in all the languages within their particular competence  $(\rightarrow$ <u>continuous and coherent</u> <u>language learning).</u>

 $11_{+}$ 

### **Observation:**

• Agreeing to the production of a fashion show while insisting that the full Ly name is Marcetine. I an 15 eats old. I am in Holly star High. I in not that girly. I do alot of sports. by favornite is Basketball. I have havy trophies from Basketball. I have havy trophies from Basketball. I nearly he the colour blue and aqua. don't cou think is beautiful? I really love my friends! I always go shapping with them and go skate-bearding with them ! Here is a small part of my story.

**Example 1**: English text written by Marceline

linguistic repertoire of the group be used, tapped into children's expressed interests ( $\rightarrow$  relying on linguistic repertoires).

- Increasing interaction between all groups helps to cultivate and enhance social cohesion between individuals and groups in the classroom.
- At the same time, their plurilingual skills are being exploited for the benefit of all.

This is an output of the project "Inspiring language learning in the early years – Why it matters and what it looks like for children age 3-12" (2016-2019) of the European Centre for Modern Languages (ECML). The ECML is a Council of Europe institution promoting excellence in language education in its member states. www.ecml.at/inspiringearlylearning



Je m'appelle Marcetine, J'ai quinze ans Je vois à l'école "Holly Star High Jaime lé sport . J'adore le basket J'ai gagne beaucoup de couleus bleu et aqua. J'adore mes amis - je fais le magasin toujous 1 Je vais avec mon ami amunez - vous fren 1

**Example 2**: French text written by a Marceline

Example 3: Irish text written by a Marceline

Is mise Marceline Tà mé cua deag d'oais. Tà me ag treastal ar Star high Mil fiar cation me. Is maith Tion sport. Is acither tion aspher Bhueigh mé a lan trotai Sa cisphei Is acithin tion no dothana gorm agus aqua. Is nothing lion no charde mé jaconai Signadoireacht le mo cara agus ag scatail le mo charide Bain taitneamh astu

<u>我的名字是 Marceline. 我今年15岁.</u> <u>我在'Holly Star High"上学. 我不是一个</u> <del>Gidy girl. 我很喜欢这云九.我最喜欢</del> <u>的是篮 Fix! 我 ying 3 很好的 jiang</u> <u>杯. 我很喜欢篮 象 标水篮 色 真</u> <u>的很漂亮! 朱非常喜欢我的同</u> <u>学和朋友! 朱 jing 苏森的同学出去</u> <u>gou wù. 有的时 hou 和 他们为 hua</u> <u>ban. Enjoy!</u>

Example 4: Text in Mandarine written by a Marceline

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