

Plurilingual CALL

- **TEMPLATE Workshop**
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UCLouvain team
- **May 29, 2023**





TEMPLATE

TECHNOLOGY - PLURLINGUALISM - TEACHING

HOME

ABOUT TEMPLATE

NEWS & EVENTS

RESEARCH

RESOURCES



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DEGLI STUDI
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Outline

Introduction

Awakening to Languages

The Integrated Didactic Approach

The Intercultural Approach

Intercomprehension

Introduction : 4 main approaches – see previous slide

- **General definition** = all the didactic approaches that include the use of activities involving more than one variety of languages or cultures
- **Multilingualism:** refers to the "coexistence of different languages at the social or individual level"
- **Plurilingualism:** "the **dynamic** and developing linguistic repertoire of an individual user/learner"

(Council of Europe, 2020, p.30)

Introduction: moving from a silo approach to an interconnected approach





Awakening to languages

What is awakening to languages?

Awakening to Languages



Familiarity with many different languages increases **positive attitudes** towards these languages and cultures

Main principle = involve **any language in the world that is/could be learned** (language of education, or any other language coming from the learners' environment, family, etc., even sign languages)

Concretely: invite pupils to compare different languages and reflect on their **differences and similarities in terms of sound and writing systems** (e.g. animals' cry, onomatopoeias, numbers, etc.)

<https://trining.templateplurilingualism.eu/mod/hvp/view.php?id=138>

Let's take a look at an example of activity

Sybill Hammer: Arthur and Anthon – Arthur et Anthon – Arthur und Anthon

Αρθούρος και Αντώνης – Arturo e Antonio – آرتور و آنتون – Артур и Антон – Arturo y Antón - Arthur ve Anton – أرتور و أنطون

About the book:

- Editor: bi:libri
- Age: from 5 years on
- Multilingual CD

Bilingual versions:

- German – Arabic: ISBN 978-3-19-989594-7
- German – English: ISBN 978-3-19-009594-0
- German – French: ISBN 978-3-19-019594-7
- German – Greek: ISBN 978-3-19-029594-4
- German – Italian: ISBN 978-3-19-039594-1
- German - Russian: ISBN 978-3-19-969594-3
- German – Spanish: ISBN 978-3-19-979594-0
- German – Turkish: ISBN 978-3-19-049594-8
- German – Persian (Farsi) ISBN 978-3-19-859598-5

Website:

- <http://www.edition-bilibri.com/books/arthur-und-anton/> (1.5.2019)
- Book descriptions in different languages are available on the website.



- EN • “[It] is the story of a raven named Arthur who grows up with rat parents and discovers the hard way that he’s different from the other rat kids. Take a look inside to find out why everything works out for the best and how Arthur ends up being friends with the rat Anthony.” (bi:libri)
- FR • « (...) c’est l’histoire du corbeau Arthur qui, élevé par un couple de rats, découvre non sans difficultés qu’il est différent des autres. Au fil du récit, vous découvrirez comment Arthur se lie d’amitié avec Antoine. » (bi :libri)
- GE • „ [Es ist] die Geschichte des Raben Arthur, der bei einem Rattenpärchen aufwächst und erleben muss, dass er anders als die übrigen Rattenkinder ist. Warum schließlich aber doch alles gut endet, und wie Arthur Freundschaft mit der Ratte Anton schließt, wird hier noch nicht verraten...” (bi:libri)


Multilingual story telling for kids

Multilingual books invite children to ...



And many more options there to enjoy plurilingual moments in the school community, any suggestions??? Take a note of your ideas!

Listening to voices around the globe (and recording yours)



Source: <https://localingual.com/?ISO=FR>

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<https://localingual.com/?ISO=FR>



Integrated didactic approach

What is the integrated didactic approach?

- Helping learners to establish **links between a limited number of languages**, which are **taught within the school curriculum**.
- **Capitalising on what is already known to access what is less known**
-> language of schooling for accessing the first foreign language, which can then be used as a springboard to facilitate the acquisition of a second foreign language etc..
- Mutual support between languages is **multidirectional!**

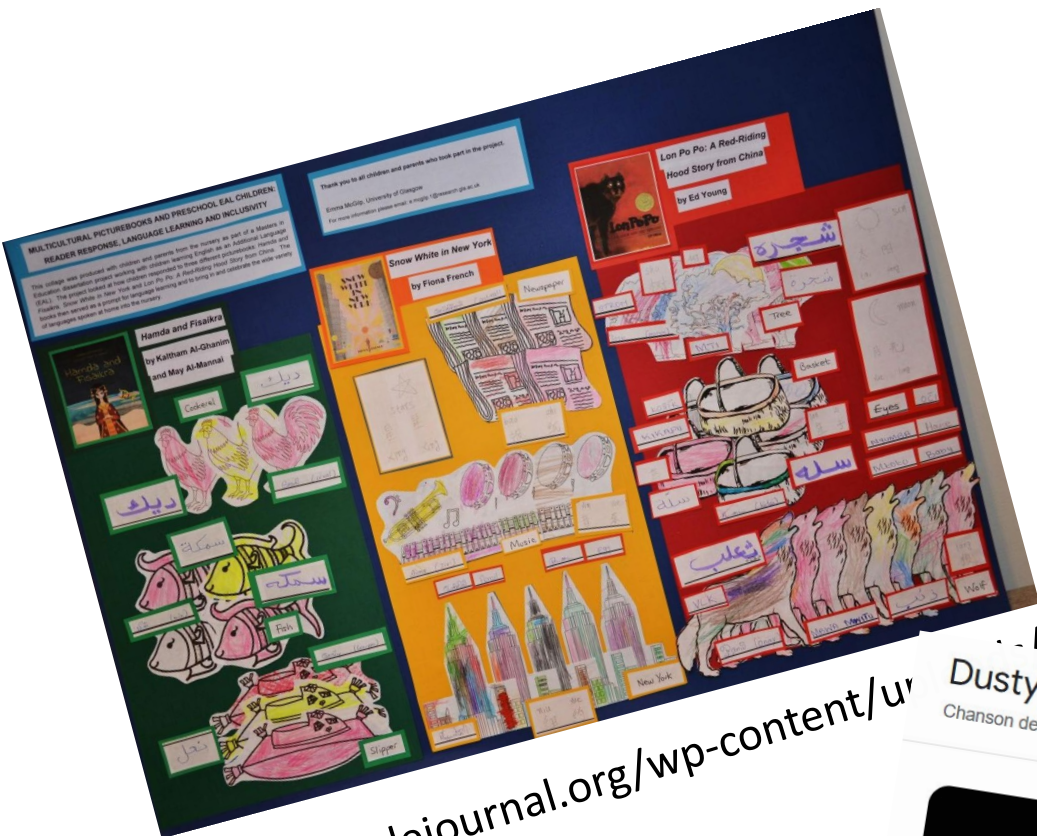
Let's look at 3 examples of possible activity types!



Project-based learning

Teachers' role: identify opportunities for students to use their entire linguistic repertoire in new and creative ways in the (virtual) classroom for digital project-based outputs

Learners' role : create multilingual graphics, posters, collages, websites, blog posts and animated videos to present their school/learning contexts/school projects



Dusty Men

Chanson de Charlie Winston et Saule

Aperçu

Paroles

Just like an old man
 I play my lonely song
 Just like an old man
 I play to get along
 I got my own style, you got your own style
 I got my own style, you got your own style
 Oh oh Saule

Au bout du cimetière
 Dans l'allée tout au fond
 A six pieds sous terre
 A deux on se morfond
 Moi j'avais mon style, toi t'avais ton style
 Existe-t-il un autre style?

We are the dusty men
 We are the dusty men
 Like an old time, like an old time
 Like an old time song (Oh oh oh)
 We are the dusty men
 We are the dusty men
 Like an old time, like an old time
 Like an old time song (Oh oh oh)

Hey toi l'Englishman, enlève donc ton chapeau
 Watch what you say man, don't speak my mother tongue

https://clejournal.org/wp-content/ur.../2014/11/2_8.jpg

Dusty Men

Chanson de Charlie Winston et Saule

- Aperçu
- Vidéos
- Écouter
- Paroles



SAULE - Dusty Men (feat. Charlie Winston) [CLIP OFFICIEL]
[https://www.youtube.com > watch](https://www.youtube.com/watch)



Text mediation activities

- CEFR - *Companion Volume* (2020) - mediation competences : i.e. when ‘the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes from one language to another’ (Council of Europe 2020:90)
 - Macro-groups of mediation activities : *Mediating a text, Mediating concepts, and Mediating communication*
 - Example below: *Mediating a text* -> ‘passing on to another person the content of a text to which they do not have access, often because of linguistic, cultural, semantic or technical barriers’ (2020:91)
-

Example on the topic of *sustainable tourism*

- **Warm-up activity: quizz (in **English**) on ecotourism**
- **Reading activity with two texts: one in **Dutch** and one in **German****

Het massatoerisme in wilde en beschermde gebieden vormt een groeiend probleem. De toename van het aantal bezoekers leidt tot overbelasting, milieuvervuiling en schade aan de flora en fauna. Het ontwikkelen van nieuwe toeristische infrastructuur verstoort het oorspronkelijke landschap en vernietigt de natuurlijke rust van de gebieden. Het is noodzakelijk om duurzaam toerisme te bevorderen om de bescherming van de natuur te waarborgen en toekomstige generaties te behouden.

Ökotourismus bezieht sich auf umweltfreundliche und nachhaltige Reiseaktivitäten, die den Schutz der Natur und Kulturreserve in den Vordergrund stellen. Im Gegensatz zum Massentourismus zielt der Ökotourismus darauf ab, das Bewusstsein für die Umwelt zu schärfen, den lokalen Gemeinden zu helfen und die Erhaltung der Ökosysteme zu unterstützen. Zu den Aktivitäten im Ökotourismus gehören z.B. Wandern, Vogelbeobachtung, umweltfreundlicher Transport und der Kauf von lokalen Produkten.

Task for
students
in English



Read the following texts and **write (in English) a list of challenges and possible solutions that you have identified.**



Even if you don't understand all the words, **your current knowledge (and related courses you're attending at school ;-)) should help you identify key ideas.** You can work in groups of 3 to produce the list and you have **3 translation vouchers** you can exchange with the group leader (who has **access to deep**l and can help you ;-))

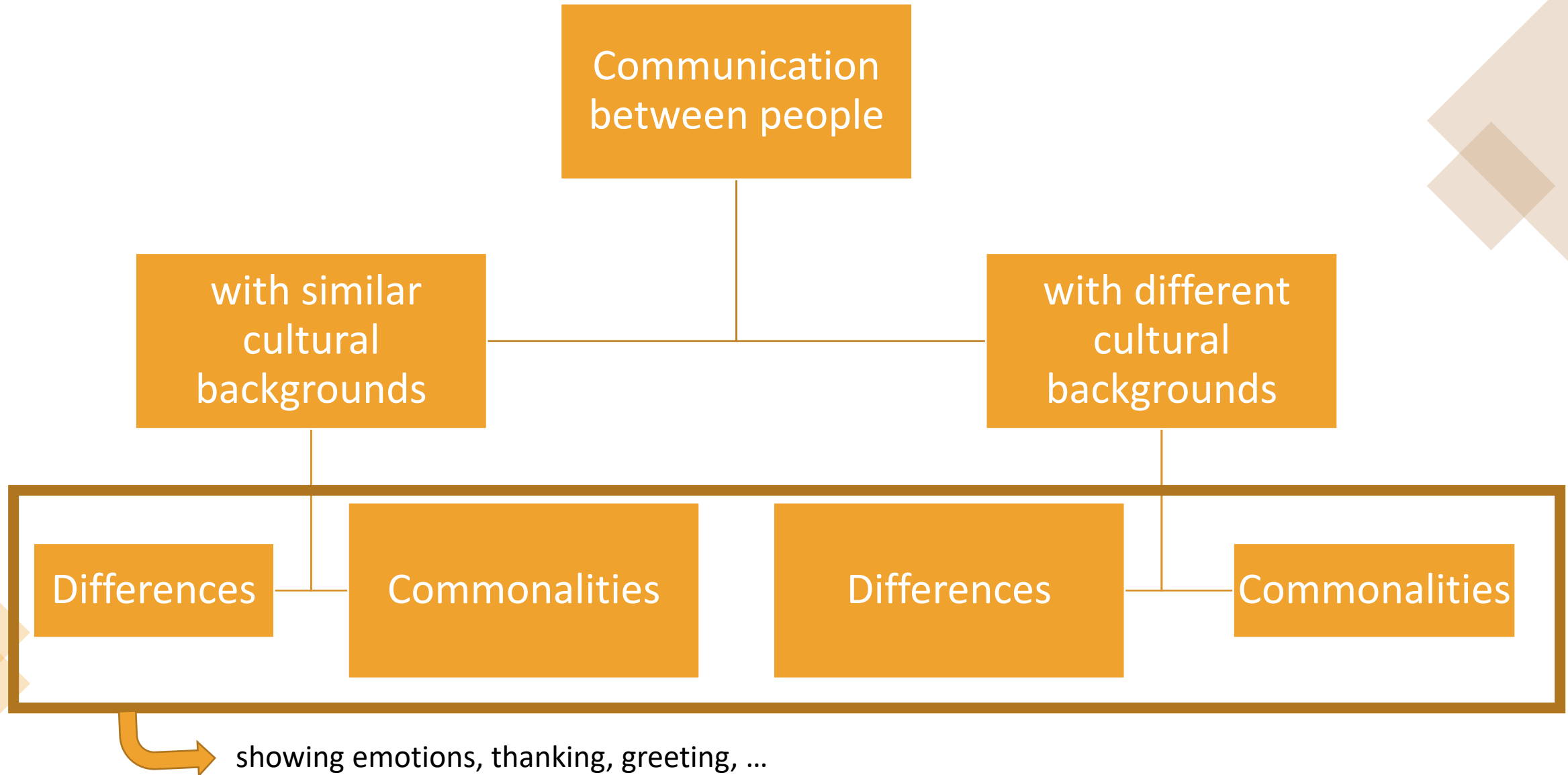


Follow-up tasks etc.



Intercultural approach

The goal of language learning is communication



What is the intercultural approach?

Using phenomena from one or more cultures

→ to promote reflection about contact situations involving people with different cultural backgrounds

→ Facilitate communication

Let's take a look at the following examples

Lead-in



Lead-in

- Step 1: In pairs, watch the video and answer the following questions in English on a sheet of paper:



	Excerpt 1	Excerpt 2	Excerpt 3
Where are they?			
Who is there?			
What are they doing?			
What's happening?			

Anticipation

- a. What is business protocol/etiquette?
- b. What is it like in Belgium?

Reading - Anticipation

- The text you're about to read describes cultural differences in business in 6 countries. The three following learning apps will prepare you to read this text:
 - a) Countries and flags
 - b) Locations and flags
 - c) Ranking



Reading comprehension

Adapted from [linguahouse.com](https://www.linguahouse.com)

BUSINESS PROTOCOL



Scan to review worksheet

Expemo code:
17EJ-V4DF-IRB



Reading for gist :

- Read the article and put the headings above the correct paragraph.

The United States

The United Kingdom

Malaysia

India

Turkey

France



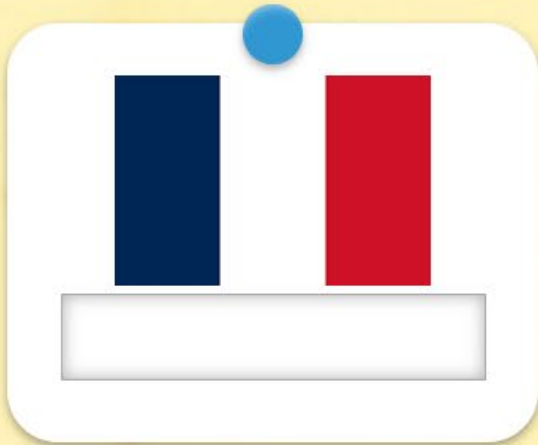
Reading for details:

According to the authors of the text :

- 1) Do American and British business people share the same etiquette? Explain.
- 2) What makes it difficult to do business in Malaysia?
- 3) Are Indian business people punctual?
- 4) Can Americans and French people fare well without any prior knowledge of each other's etiquette?
- 5) What should you know about Turkish people's body language?

Reread the text and list criteria that could help you investigate a workplace's business etiquette.

- E.g. body language, ...



Task

Rank the following countries based on how close you think their business etiquette is to ours.

OK

Discussion: has
your ranking
changed?

Pair work

- Look up 5 useful pieces of information about the business etiquette of the country you are assigned
- Use the phrases from the previous exercise to give etiquette advice for that specific country.
- Create a short dialogue taking place in a professional context. The dialogue should reflect at least two of the cultural differences you found between Belgium (Wallonia) and that country.
 - Example: greeting someone, starting a meeting, eating at the restaurant, invitations,...

A pair of hands is shown holding a small, colorful globe of the Earth. The globe is centered on the Americas, with North and South America visible in green and yellow. The oceans are blue. The text 'EMOTIONS AROUND THE WORLD' is overlaid in large, bold, white, sans-serif capital letters. A short white horizontal line is positioned to the left of the first word 'EMOTIONS'.

EMOTIONS AROUND THE WORLD

From Stoicism to Heart-on-Sleeve (and Everything in Between)

Inside out : Joy, Sadness, Anger, Fear and Disgust

When do you experience these emotions?



Emotions around the world

From Stoicism to Heart-on-Sleeve (and Everything in Between)

Introduction

Emotions are a universal part of the human experience, but the way we express them can vary greatly depending on our cultural background. From stoic reserve to passionate displays, the way we communicate our feelings is deeply ingrained in our upbringing and society. In this text, we'll explore how people from around the world express their emotions and the cultural values that shape their attitudes.

Testimonies from around the world



Yui
JAPAN

Tyler
USA

Rajesh
INDIA

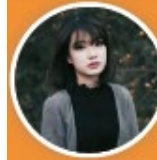
Isabella
BRAZIL

Conclusion

Emotions are an essential part of human interaction, and how we express them can vary widely depending on our cultural background. While some cultures value stoicism and control, others prize open displays of passion and affection. Regardless of the approach, emotions help us connect with others and form meaningful relationships. By understanding the different ways that people express their feelings, we can better appreciate the richness and diversity of human experience.



Testimonies from around the world



Yui
JAPAN

"I'm from Japan, and in my culture, it's not common to express emotions openly. We're taught to keep our feelings to ourselves and not burden others with them. It's seen as a sign of strength to remain composed, even in difficult situations. However, this doesn't mean that we don't feel emotions; we just express them differently."



Tyler
USA

"As an American, I can say that it's quite common for us to express our emotions openly. We're known for being friendly and outgoing, and we often wear our hearts on our sleeves. Whether we're happy, sad, angry, or excited, we don't hesitate to show it. It's seen as healthy and honest to be open about our feelings."



Rajesh
INDIA

"I come from a small village in Northern India, where emotions are expressed in a more subdued manner. While we're not as reserved as some cultures, we still value stoicism and emotional control. We believe that it's important to remain calm and composed in all situations, and we don't like to make a fuss. However, this doesn't mean that we don't feel deeply; we just express it in different ways."



Isabella
BRAZIL

"Being from Brazil, I can say that expressing emotions is a big part of our culture. We love to celebrate and show affection, whether it's with our family and friends or even with strangers. We're known for being passionate and lively, and we don't shy away from showing it. From dancing and singing to hugging and kissing, emotions are a natural part of our daily lives."



Read the title and look at the pictures

- Read the title and subtitles of the article and look at the pictures.
- Discuss with your partner what you think the article is about.
- You can look up the definitions of words you don't understand on the internet.

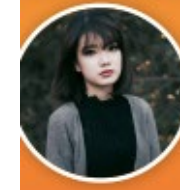
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Read the introduction and check your assumptions

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Do you show your emotions easily?

Insérer une page web

Cette application vous permet d'insérer des pages web sécurisées commençant par `https://` dans l'ensemble de diapositives. Pour des raisons de sécurité, les pages web non sécurisés ne sont pas prises en charge.

Veillez entrer l'URL ci-dessous.

`https://`

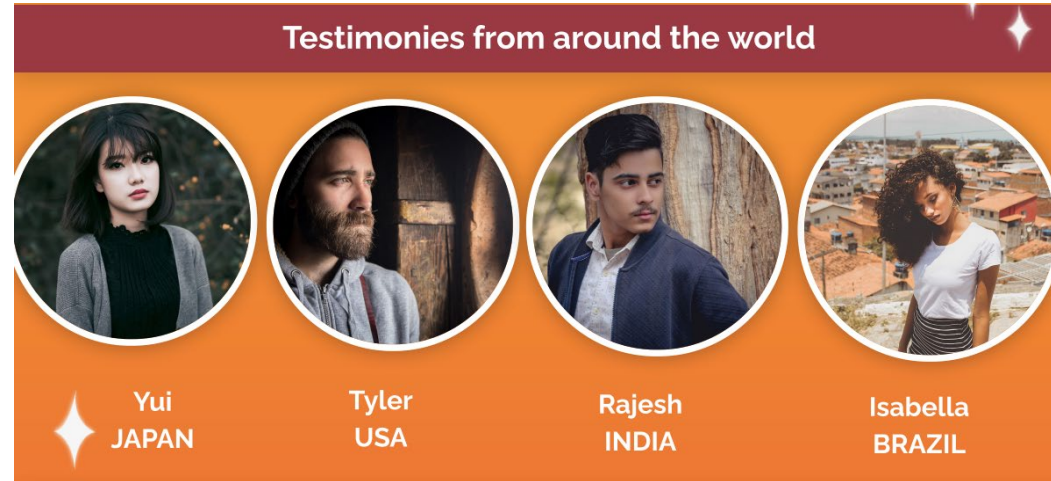
Remarque : de nombreux sites web populaires autorisent l'accès sécurisé. Veuillez cliquer sur le bouton d'aperçu pour vérifier si la page web est accessible.

Aperçu



<https://www.mentimeter.com/app/presentation/al81bvvieeh91ocj84cki3thypjtm5hg/xiqmf6u8e6zj>

Look at the second section of the article



1. Before reading further, write the name of the different people under the category that you think matches their personality.
2. Compare your answer with your neighbor's and justify your choices.

Stoic	In-between	Heart-on-sleeve

Read the testimonies on page 2 and check your answers

Stoic	In-between	Heart-on-sleeve



Yu
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"I'm from Japan, and in my culture, it's not common to express emotions openly. We're taught to keep our feelings to ourselves and not burden others with them. It's seen as a sign of strength to remain composed, even in difficult situations. However, this doesn't mean that we don't feel emotions; we just express them differently."



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Vocabulary

In the text, highlight all the words/expressions that are linked to stoicism in one color and all the words linked to expressing emotions in another color.

Place all the words and expressions here:

Stoicism

Not common to express emotions openly

Keep our feelings to ourselves

A sign of strength

Not burden other people with them

Remain composed

...

Heart-on-sleeve

Common to express emotions openly

Known for being friendly and outgoing

Wear our hearts on our sleeves

We don't hesitate to show our emotions. It's healthy and honest.

...

Describe how you manage your emotions

- How do you manage your emotions?
- What about people in your country/city/town?
- What about your friends?



So, what have I learned today?

People with different cultural backgrounds may express their emotions differently.

What does that mean for me?

What should I pay attention to in my future interactions?



Intercomprehension

What is intercomprehension?

A person's ability to use their knowledge of languages to understand another (closely related) language they do not know.

This is my house. → language I speak

Dat is mijn huis. → language I speak

Das ist mein Haus. → language I don't speak

Intercomprehension is a complement to the use of an international language such as English to communicate.

COPENHAGEN



Meet Liv, our tour guide. She speaks English, Dutch and Danish and is very friendly. If you want to see the best of Copenhagen, come on a tour with Liv.

Discover the beauty of our city with our tour. Our friendly and knowledgeable guide will take you on a journey through the streets and historic landmarks, giving you an immersive experience of the local culture and history. From the bustling city center to the charming suburbs, this tour offers a comprehensive overview of all that our city has to offer. Don't miss out on this opportunity to see the city from a new perspective and make unforgettable memories!

Opdag skønheden i vores by med vores tur. Vores venlige og vidende guide vil tage dig med på en rejse gennem byens gader og historiske steder. Du får et indblik i den lokale kultur og historie. Fra den livlige bymidte til de charmerende forstæder, giver vores tur et overblik over alt, vores by har at tilbyde. Gå ikke glip af muligheden for at se byen fra et nyt perspektiv og skab uforglemmelige minder!

Ontdek de schoonheid van onze stad met onze tour. Onze vriendelijke en deskundige gids neemt je mee op een reis door de straten en historische bezienswaardigheden, waardoor je een meeslepende ervaring krijgt van de lokale cultuur en geschiedenis. Van het bruisende stadscentrum tot de charmante buitenwijken biedt deze tour een uitgebreid overzicht van alles wat onze stad te bieden heeft. Mis deze kans niet om de stad vanuit een nieuw perspectief te bekijken en onvergetelijke herinneringen te maken!

B. Read the texts

1. Try to find how they say the following words in Dutch and in Danish:
- city, tour, guide, street, history, culture, perspective.

Dutch: : stad, tour, gids, straat, geschiedenis, cultuur, perspectief.

Danish: by, tur, guide, gade, historie, kultur, perspektiv.



2. Compare the words. What do you notice?
3. Can you find other words like these in the text?
4. How do you say these words in your first language?



C. Germanic languages

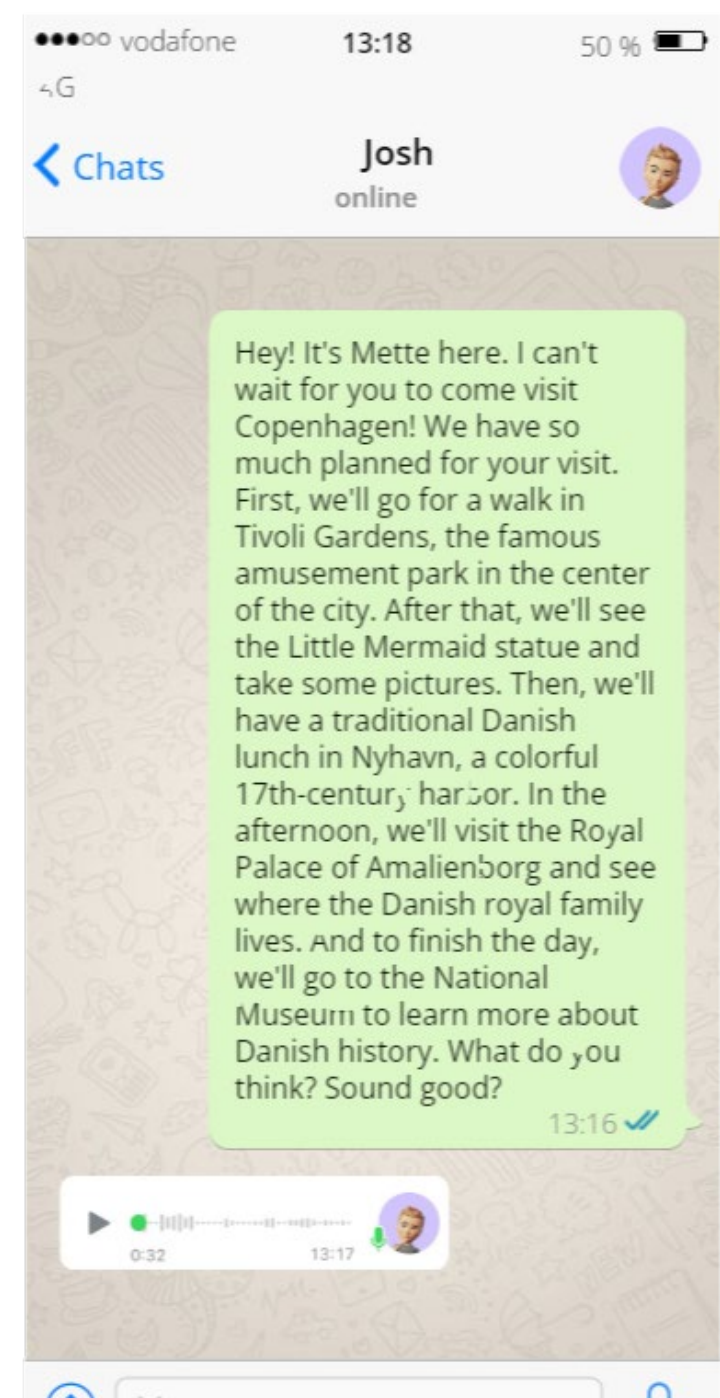
- All three languages come from the same family of languages: they are Germanic languages. Swedish is also part of that family. Compare the Swedish and Danish texts:

Swedish: Upptäck skönheten i vår stad med vår tur. Vår vänliga och kunniga guide kommer att ta dig med på en resa genom stadens gator och historiska platser. Du får en inblick i den lokala kulturen och historien. Från den livliga stadskärnan till de charmiga förorterna, ger vår tur en helhetsbild av allt vår stad har att erbjuda. Missa inte chansen att se staden från en ny synvinkel och skapa oförglömliga minnen!

Danish: Opdag skønheden i vores by med vores tur. Vores venlige og vidende guide vil tage dig med på en rejse gennem byens gader og historiske steder. Du får et indblik i den lokale kultur og historie. Fra den livlige bymidte til de charmerende forstæder, giver vores tur et overblik over alt, vores by har at tilbyde. Gå ikke glip af muligheden for at se byen fra et nyt perspektiv og skab uforglemmelige minder!

Mette and Josh's conversation (1)

- Before reading:
- What type of conversation is this?
- What can you do with this app?
- Do you often use this app?
- Do you use other similar apps?



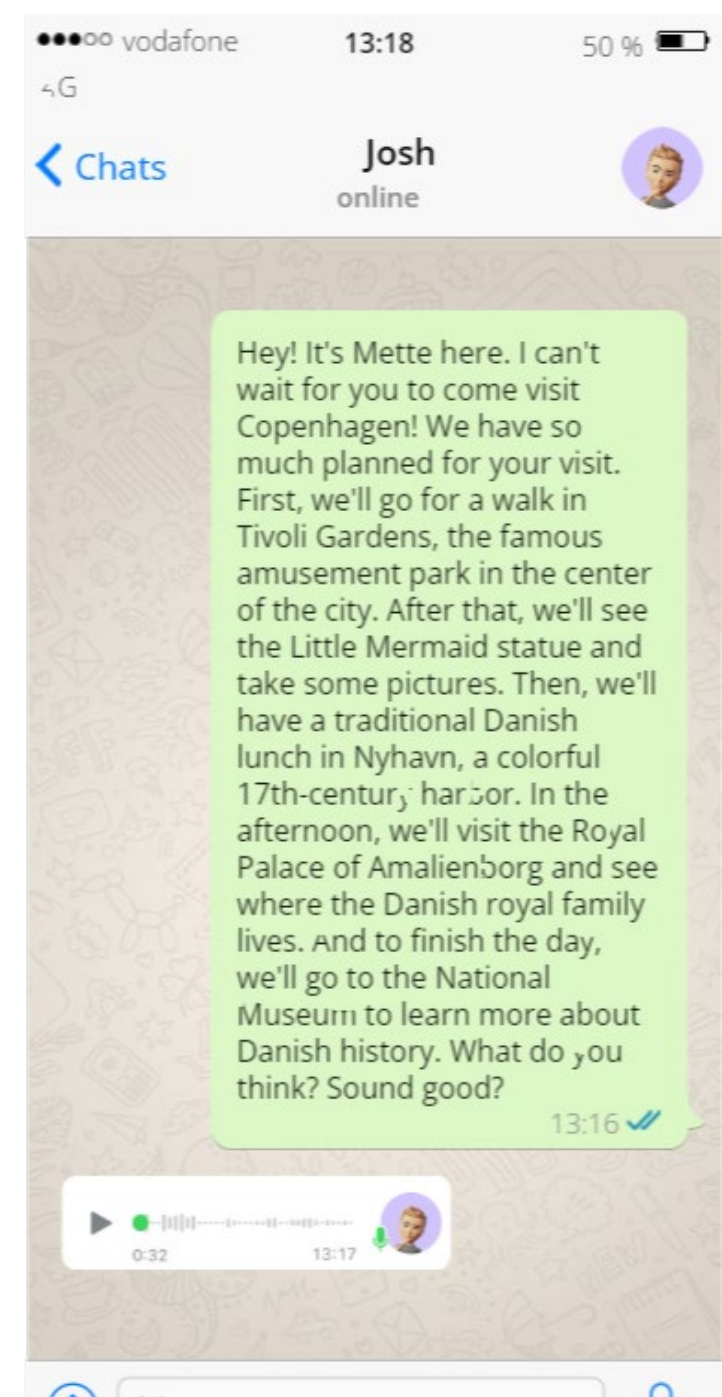
Mette and Josh's conversation (2)

- Read the text. Which activities does Mette suggest? (Click on preview below)



The image shows an interactive activity interface. It is split into two vertical panels: a green panel on the left and an orange panel on the right. The green panel is labeled "Activities suggested by Mette" and the orange panel is labeled "Activities not suggested by Mette". A hand icon is pointing to a small image of a dining table with a white tablecloth, set with plates, glasses, and a centerpiece. A question mark is positioned above the image. In the bottom right corner, there is a blue circular button with a white checkmark icon. At the bottom of the interface, there is a source URL and a "Modifier" button.

Source: <https://learningapps.org/watch?v=pkg2usgrj23> Modifier



Mette and Josh's conversation (3)

Listen and determine which activities Josh is and isn't interested in.

Activities Josh is interested in

Activities Josh is not interested in

Source: <https://learningapps.org/watch?v=pipgzy5rk23>

Modifier

vodafone 13:18 50 %

4G

< Chats Josh online

Hey! It's Mette here. I can't wait for you to come visit Copenhagen! We have so much planned for your visit. First, we'll go for a walk in Tivoli Gardens, the famous amusement park in the center of the city. After that, we'll see the Little Mermaid statue and take some pictures. Then, we'll have a traditional Danish lunch in Nyhavn, a colorful 17th-century harbor. In the afternoon, we'll visit the Royal Palace of Amalienborg and see where the Danish royal family lives. And to finish the day, we'll go to the National Museum to learn more about Danish history. What do you think? Sound good?

13:16 ✓

0:32 13:17



Any questions?