

Diversity and languages

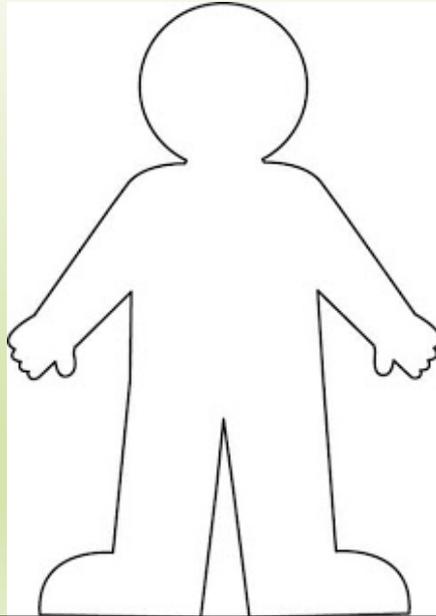


Frederik Vanackere

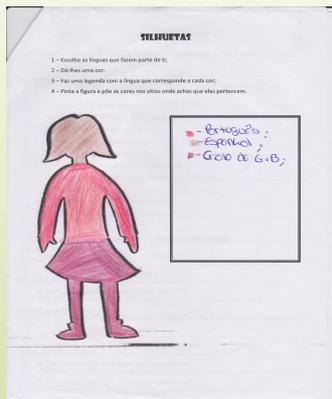
Goals

1. Gain insights and awareness in diversity and linguistic aspects;
2. Get a clear view of the actual level of language diversity management in your school;
3. Learn about language education policies in Europe;
4. Improve insight of differences and similarities between European countries, resulting in a better understanding and respect;
5. Draw up priorities and possible solutions for the language diversity management in your school or institution.

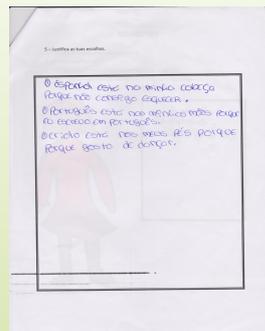
What languages do you speak?



Examples of silhouettes made by pupils

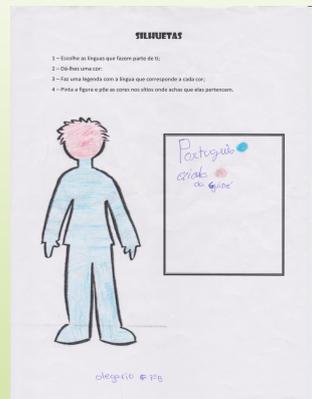


Portuguese, Spanish and Creole of Guinea

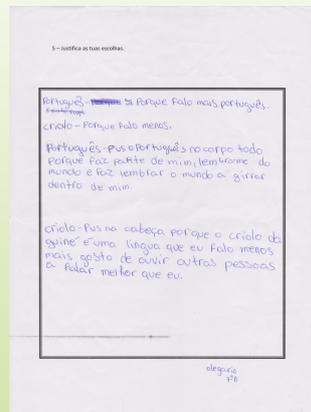


Spanish is in my head because I can't forget.
English is in my hands because I write in Portuguese.
Creole is on my feet because I like to dance.

Examples of silhouettes made by pupils



Portuguese and Creole of Guinea



Examples of silhouettes made by pupils

Portuguese - I speak more Portuguese.

Creole - I speak least Creole.

I put the Portuguese into the whole body because it's part of me and reminds me of the world spinning inside of me.

I put the Creole in the head because the Guinean Creole is a language I speak little, but I like to hear others who speak better than me.

“The limits of my language mean the limits of my world.”

Ludwig Wittgenstein

“... my world is my language.”

Fernando Pessoa

“Who is linguistically limited is simply limited.”

Raffaele Simone

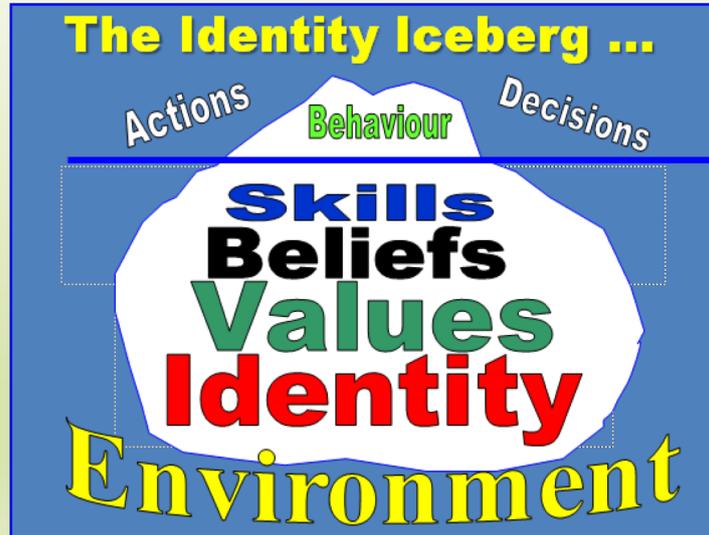
“Who we are as people, is inseparable from the languages we speak.”

SIL International

Multilingualism: face reality!



Language and identity



Monolingual – bilingual – multilingual



Monolingual – bilingual – multilingual

Introduction



What does it mean by being...

Monolingual?

Bilingual?

Multilingual?

**Multilingualism: L1, L2
and 'common underlying proficiency' (Cummins)**



Multilingualism in education

Examples?

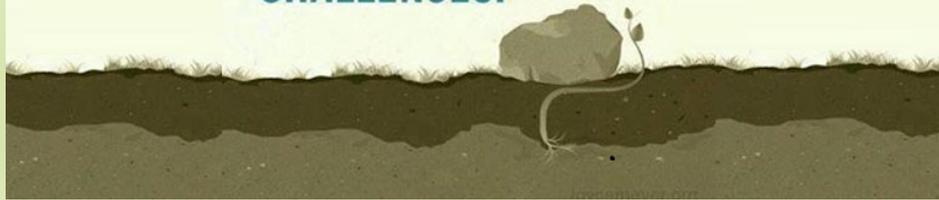
- pre-primary education
- primary education
- secondary education
- adult education

Multilingualism in education

- Gains? 😊
- Pains? ☹️

Multilingualism in education: no pain, no gain!

**WE DON'T GROW WHEN
THINGS ARE EASY; WE
GROW WHEN WE FACE
CHALLENGES.**



**Agree/Disagree?
Why?**

“At home parents have to talk the school language to their child.”



**Agree/Disagree?
Why?**

“During breaks at school the pupils have to speak the school language; the best practice is that other languages are not tolerated.”



**Agree/Disagree?
Why?**

“As a teacher I tolerate different languages during group work in the classroom.”



Language and learning

What is the best way to learn Portuguese?

Language learning

Powerful language learning environment

- Positive and safe atmosphere, wellbeing
- Meaningful/real-life activities/tasks, listening + speaking + reading + writing in different contexts/situations
- Support and interaction, interaction, interaction:
 - Language learning makes some noise!
 - Group - individual differences - instruction

Situation at my school

- The number of languages my school officially offers in the curriculum is/can be: 1, 2, 3, 4 or more.
- In my school, we (can) teach in different languages.
- In my school, we have multilingual communication with the parents.
- In my school, you will find posters, publications and written text in other than the official teaching language.
- The communication of my school is done in different languages (website, external publications ...).
- The communication of my school is understandable for the parents and students.
- We participate deliberately in international projects to stimulate the language knowledge of teachers and students.

What do we do at our own school?

- Are the students' languages attributed the same value?
- Is the meeting of cultures promoted?
- Are all students afforded equal expectations?
- Is the school integrated into the community?
- Does the school contribute to the empowerment of all students?

Project Bilingual classes Cape Verdean – Portuguese

Goals and priorities

- Develop oral speech the most we can, to induce them to communicate in Cape Verdean with each other and also with other people who speak Cape Verdean.
- Promote the cooperation between Cape Verdean and Portuguese children.
- Let them speak without fear of doing mistakes.
- Involve parents.
- A communicative and intercultural approach.
- Teach and consolidate subject matters of the school curricula.
- Have a good relationship and a good connection with the Portuguese teacher.

Reaction of the parents

“Children should do a trip to Cape Verde in their final (fourth) year.”

“If my child is learning Cape Verdean, I would like to do a course myself. Children go home so happy every day, always with new things to tell and teach us.”

“Before, I used to forbid my boy from speaking Cape Verdean at home, but I stopped doing it. The project has shown that my prohibition had had no effect. He had already learnt it anyway.”

“Ruben is really something!! He talks, and he knows very well what he’s saying. One of my neighbors speaks Cape Verdean and finds this very funny (interesting).”

(Note that Ruben’s mother had said that she didn’t want him to learn the language, and now she has given up resistance)

What we can do (in our school)

- Learn other languages;
- Propose the creation of multilingual noticeboards with important information about the school;
- Fix in visible places welcome messages in different languages;
- Visualize different languages;
- Learn a few words in the language of the people you meet.
- PS: use of subtitles on (national/regional) televisions versus dubbing

When you have bilingual students ...

- Pay attention to the child's name and make sure that all know to pronounce it correctly;
- Learn and encourage colleagues to learn a few words of the language of the child;
- Enjoy the opportunities to draw attention to the different languages;
- Strengthen the advantages of being bilingual;
- Allow the child to use his mother tongue telling stories, singing songs, writing on the blackboard to help creating a positive self-image;
- Involve the student in the teaching process.

Global partnerships among ethnolinguistic communities and national and international societies require communication and mutual understanding. Mother-tongue revitalization ensures that a language continues to serve the changing goals of its speakers and provides a bridge for the community to meet its broader multilingual goals by acquiring a language of wider communication. Language development facilitates the broader exchange of traditional knowledge as well as making the benefits of global information and communications technologies available.

<http://www.sil.org/about/why-languages-matter>

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Reflection: what did I learn?

What message would you send to your colleagues?

