A plurilingual, action-oriented, e-portfolio approach to lifelong language learning

Languages without Borders 2017
April 6 - 8

Enrica Piccardo (OISE/University of Toronto)
Rita Sarrate (Edmonton Public Schools)

Overview

- Introduction to LINCDIRE and LITE

- A plurilingual, action-oriented approach to language learning

- Sample task: *A Year-End activity for our multicultural class*

- Preliminary results from piloting

- Wrap-up discussion & resource sharing

Warm-up discussion

How do you treat the L1 in the L2 classroom? Do you encourage students to make linguistic comparisons between the languages they speak? Why/why not?

How do you or your textbook treat 'culture' in the language classroom? In what ways do these materials promote linguistic or cultural diversity?

Background

Around 7 million Canadians speak a non-official language
(Statistics Canada, 2012)

60+ aboriginal languages and several heritage languages
(Census Canada, 2012)

60 million Americans speak a language other than English (382 different languages with 134 native languages)
(US census Bureau, 2015)

Lack of recognition of non-dominant languages in mainstream education

Schools are not prepared to acknowledge and value linguistic diversity

Issues at Stake

Bilingual and first language maintenance provide social and academic benefits → seen as obstacle	**Multicultural education is seen as folkloric → extracurricular**	**In Canada and the US, aboriginal languages are vanishing more rapidly than in other parts of the world**
Educational tools to promote multiculturalism/ multilingualism are scarce	**Disconnect between educational policies and educational practices**	**Ideological and pedagogical change is needed**

3-year Partnership Development Grant

Funding agency:

Head institution

Principal investigator

Enrica Piccardo

Participating Institutions

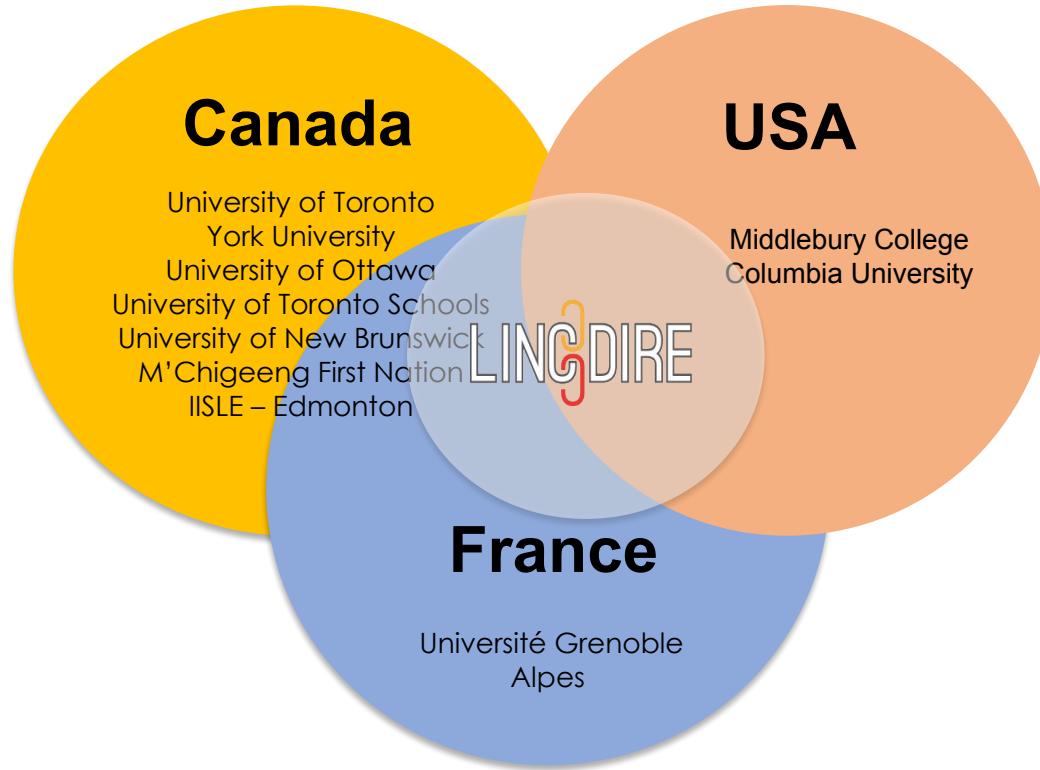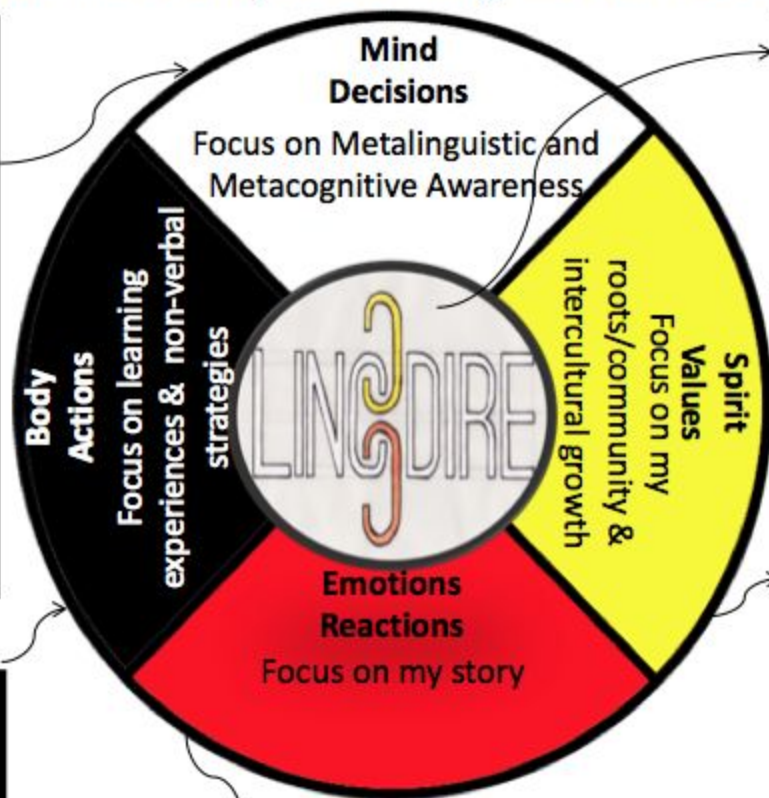# Partnership Project: Three Hubs

Student Portfolio: possible lines of questioning at the level of each scenario/task

- Self-Reflection on **my language learning**: what I knew, what I discovered, what I can do now
- **Plurilingual awareness and skills**: What I discovered about other languages, links I can now make between languages.
- Self-Reflection on **my learning strategies**: what are the strategies that best work for me during this task, what help did I need during the task?
- What are my next steps?

Mind
Decisions
Focus on Metalinguistic and Metacognitive Awareness

Body
Actions
Focus on learning experiences & non-verbal strategies

LINGDIRE

Spirit
Values
Focus on my roots/community & intercultural growth

Emotions
Reactions
Focus on my story

My chosen piece of work to show who I have become (A collection of items that show a holistic image of the student's growth): What piece of work do I choose to keep in my Treasure Chest? Why?

- Self-Reflection on **my roots and inter-/cross-cultural encounters** : while doing the task, what I knew, what I thought I knew, what I discovered. How my values/perspectives have evolved through cultural encounters in my community and outside of my community.

- Self-Reflection on **my learning experiences**: in which context(s) did I learn best? With whom? Doing what? Who am I as a learner? Which object/metaphor/etc. would best represent who I am as a learner?

- Self-Reflection on **who I am as a multilingual/plurilingual being**: What metaphors can best represent who I am? Narratives/drawings/artistic expressions on how working on this task made me evolve/grow as a person?
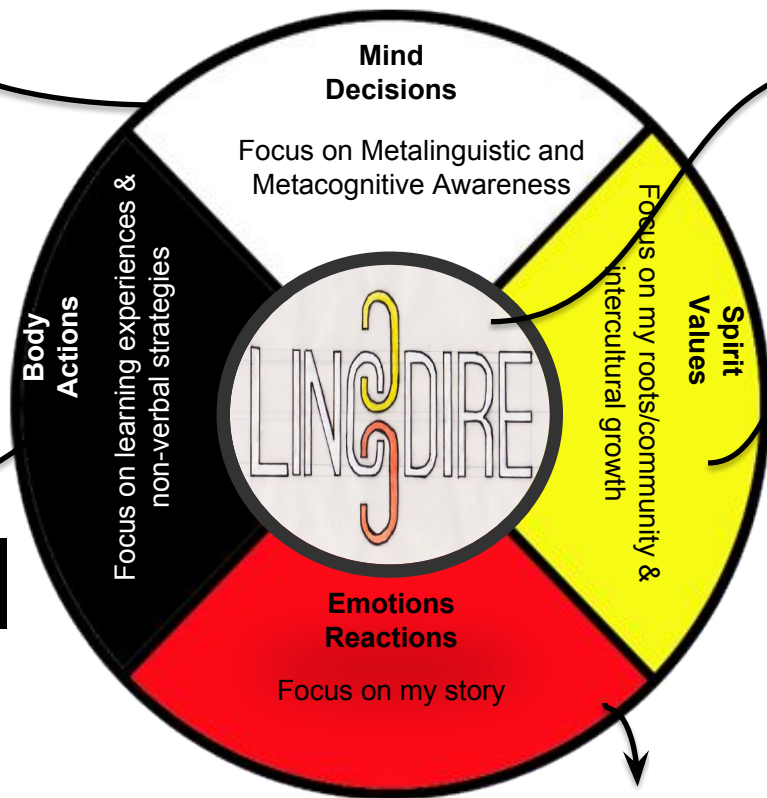
Do a Refection

possible lines of questioning at the level of each scenario/task

Self-Reflection on:
- **my language learning**
- **plurilingual awareness and skills**
- **my learning strategies**

My Chosen Work

Mind Decisions

Focus on Metalinguistic and Metacognitive Awareness

Body Actions

Focus on learning experiences & non-verbal strategies

Focus on my roots/community & intercultural growth

Spirit Values

LINGDIRE

Self-Reflection on **my roots and inter-/cross-cultural encounters**

Self-Reflection on **My Learning Experiences**

Emotions Reactions

Focus on my story

Self-Reflection on **who I am as a (plurilingual) person**

Action-oriented approach

We speak to others	To get information	To share our likes and dislikes
We listen to a story	To learn about current affairs	To learn about our family history
We write an email	To thank someone for a gift	To share news with relatives
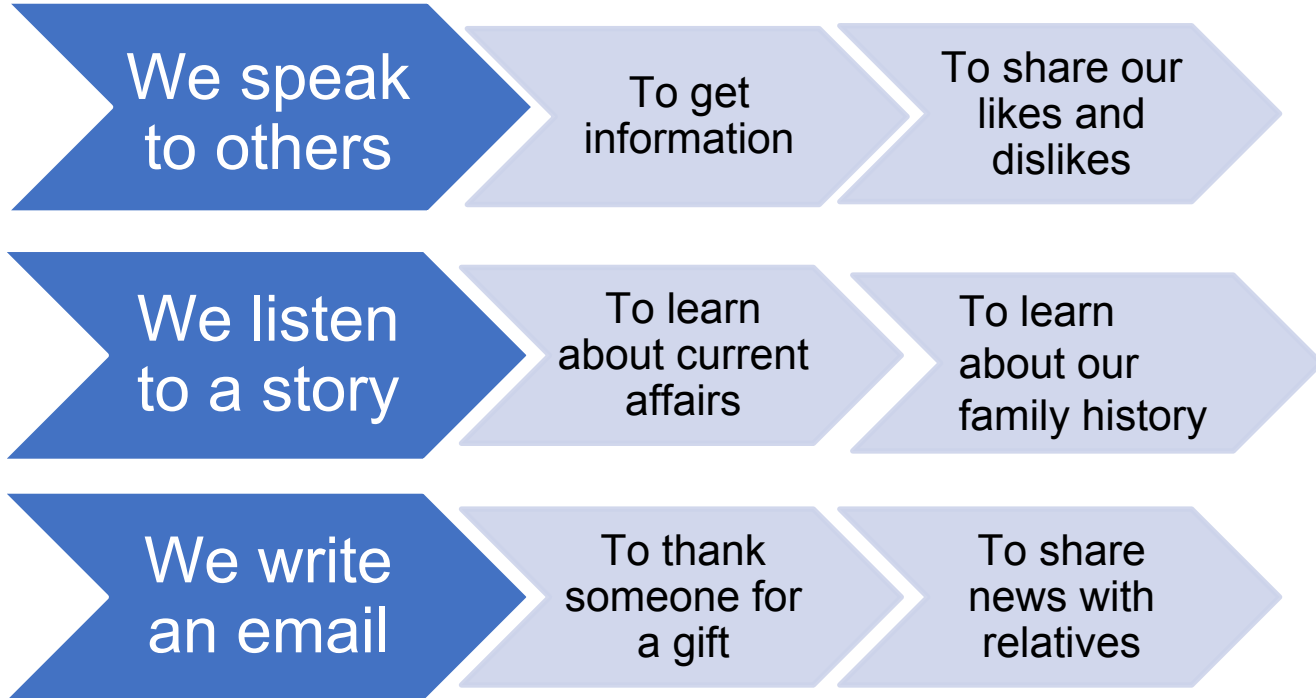
Action-oriented Tasks

*. **Organizing a birthday party for a friend***

(creating invitations, buying a gift, ordering a cake, decorating the house...)
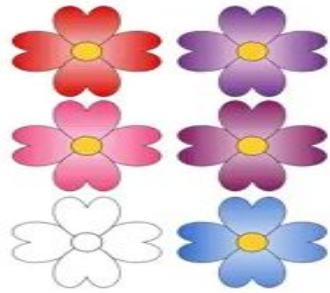
Communicative Activities

Can **write a short, simple email** to send an invitation

Can **ask about items** and **make simple transactions** in shops

Communicative (Language) Competences

Can use **basic sentence patterns** and communicate with memorised phrases

Can **ask for attention** (e.g. in a store))

Plurilingualism

- **Students as collections of separate monolingual, monocultural selves**

- **Students 'start from scratch' with every new language learned (prior languages as obstacles)**

- **errors should be avoided**

- **Students are holistic, plurilingual/cultural beings**

- **Students draw on previous experiences (prior languages as potential resources)**

- **errors seen as natural part of learning**

(COE, 2001; Piccardo, 2014)

Plurilingual/pluricultural competences (from CEFR)

Can **recognise internationalisms and words common to different languages** (e.g. Haus/hus/house) to i**dentify the probable message** of a short, simple text. (A2)

Can **use words and phrases from different languages** in his/her plurilingual repertoire to **conduct a simple, practical transaction** or information exchange. (A2)

Can explain in simple terms **how his/her own values, beliefs and behaviours influence his/her views** of other people's values, beliefs and behaviours. (B1)

Can exploit creatively his/her limited repertoire in different languages in his/her plurilingual repertoire for everyday contexts, **in order to cope with an unexpected situation**. (B1)

(COE, 2001)

Making space for students' plurilingual repertoires

classroom resources

encouraging metalinguistic discussions

designing plurilingual products
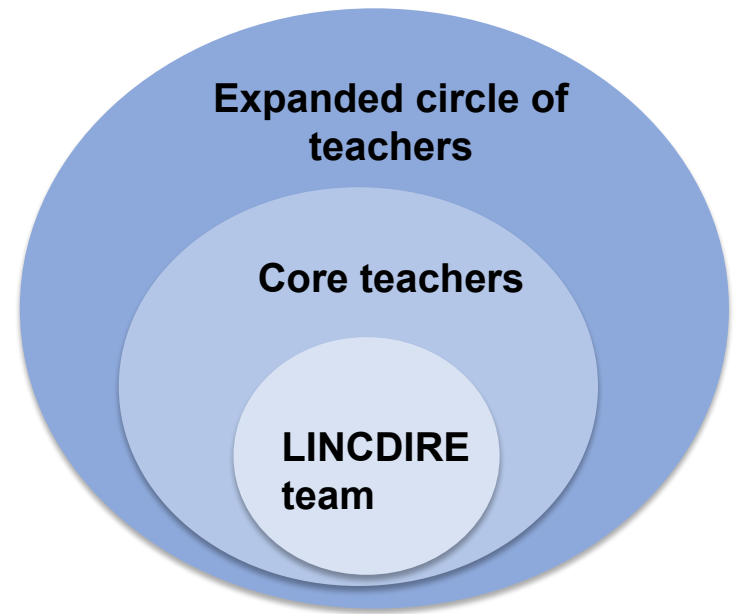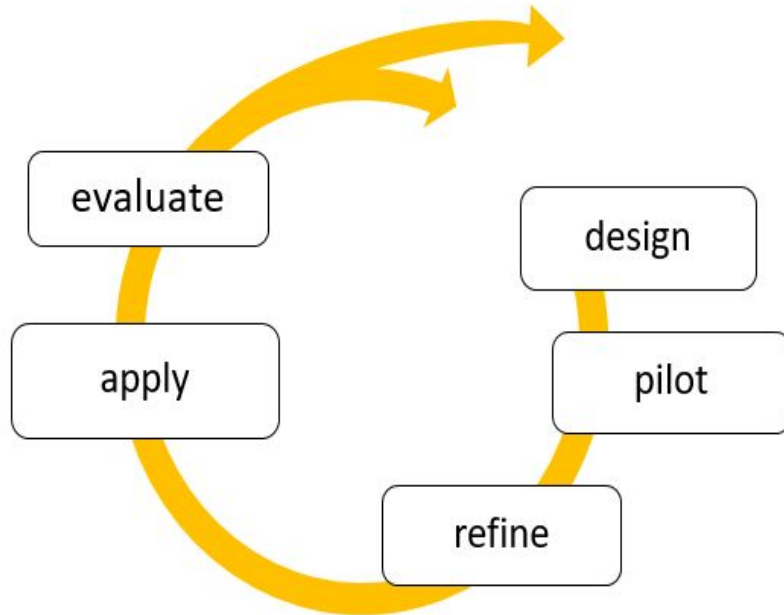
student reflection

?

Implications of a plurilingual, action-oriented approach?

- ***real and meaningful*** language learning

- fosters ***self-directed learning*** & encourages flexibility, creativity, versatility

- ***changes the teacher's role*** → coach, facilitator, resource person, advisor, organizer

- encourages ***lifelong language learning*** & appreciation for the cultural diversity of self and others

Piloting phase

evaluate

apply

design

pilot

refine

Expanded circle of teachers

Core teachers

LINCDIRE team

Sample task: Year-End Activity

Task scenario

the task scenario sets learning in a context that relates to everyday life

Every year, your school organizes a year-end activity involving students and guests. This year, your principal has asked students to come up with an exciting and interesting idea for the event. The theme of this year's event will be "Our Multicultural Class". You will present your idea to your classmates. As a class, you will select the top 3 which will be sent to the principal for the final selection.

Target learners (grade & CEFR level): A2 learners; elementary/middle-school
Main target language: German

Other languages involved: languages spoken at home

Main Goals (By the end of the task, students will be able to…)

goals are not *only* linguistic

- appreciate their own and peers' linguistic and cultural backgrounds

- explore ways of honouring community diversity and fostering inclusivity

- use personal experiences as a basis for exploring and expressing opinions and explaining personal viewpoints

- share own ideas in various ways, and give support and offer feedback to peers using pre-established criteria

- deliver, orally, a prepared presentation on a familiar topic in a structured situation
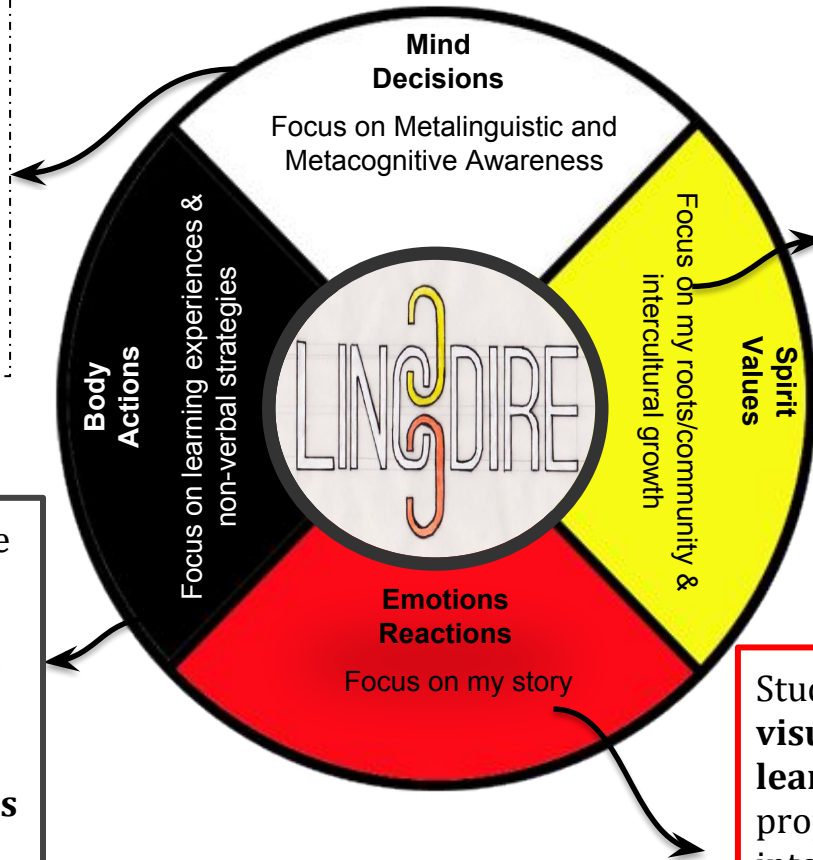
The various competences/elements involved in the task
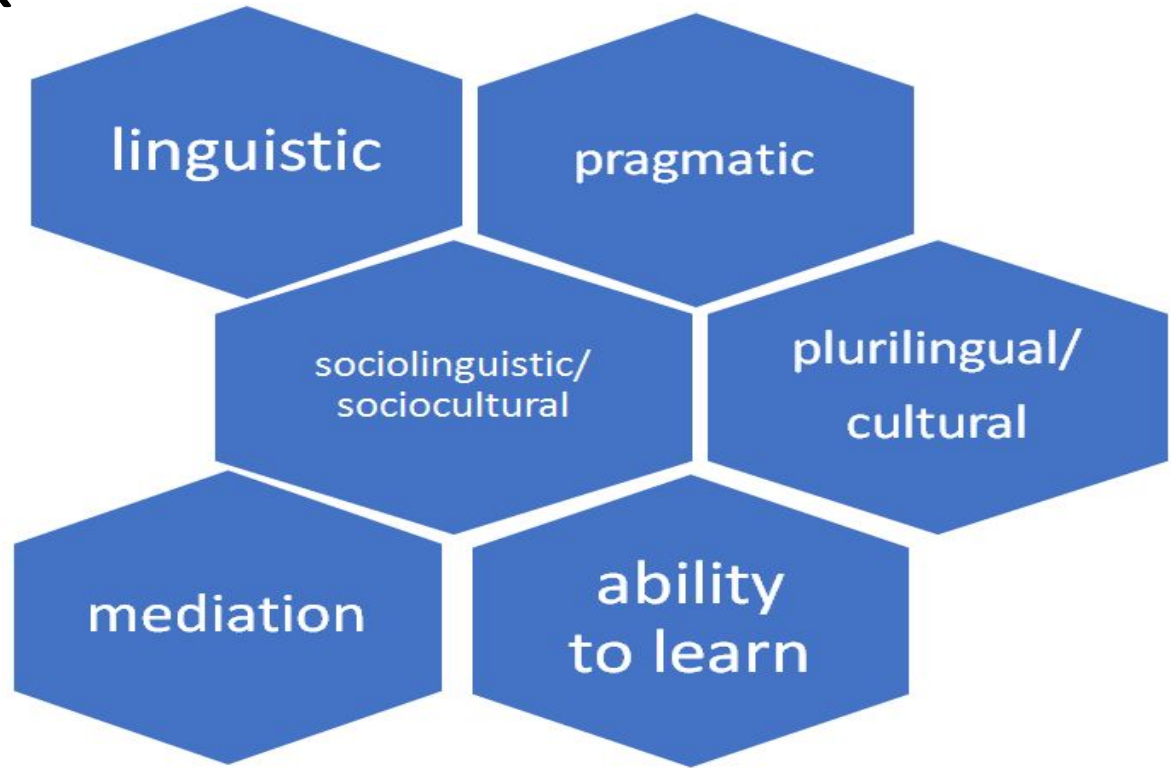
Each group of students is given a **group of scrambled sentences taken from two completed presentations on two different final activities.** Each group works together to unscramble the sentences and to put the presentations back together.

Allow students time to rehearse their oral presentation.

They will need to consider how they use appropriate volume, phrasing, intonation, as well as **how they use non-verbal cues such as facial expressions, gestures, and use of space.**

Mind Decisions

Focus on Metalinguistic and Metacognitive Awareness

Body Actions

Focus on learning experiences & non-verbal strategies

LINGDIRE

Focus on my roots/community & intercultural growth

Spirit Values

Emotions Reactions

Focus on my story

The focus of the end-of-year showcase is on highlighting and celebrating our community's rich linguistic & cultural diversity.

To foster community inclusion, **students are encouraged to incorporate their classmates' cultures and languages spoken at home into their presentations.**

Students are encouraged to **visually share what they've learned (their story)** by including props, pictures, cultural dress, etc. into their presentations.

Voices from the class

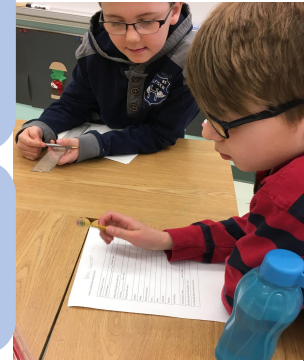task fits context of my classroom (bilingual, multicultural, inquiry-based); teacher role continues to be of facilitator/resource person/organizer

adapted the introduction of the task to fit the needs of my own classroom/learners

students were reticent to investigate their own cultural background at first; were enthusiastic about it after teacher-modeled example and initial sharing
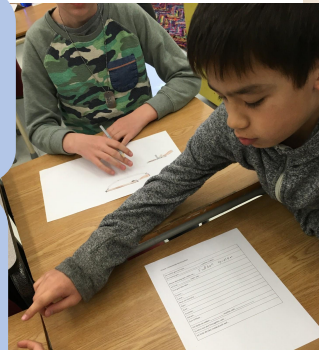
understanding of culture as solely defined by national background was challenging for some students

Links to additional resources

- [LINCDIRE project website](#)

- [LINCDIRE tutorials (YouTube)](#)

- [From Communicative to Action-Oriented: A Research Pathway (Piccardo 2014)](#)

- [Practical Tips for an Action-Oriented approach](#)

Project Members

Principal Invest...
Enrica Piccardo (OIS...

...search Assistants
...berly Cho (OISE-UofT)

- Geoff Lawrence (Y...
- Aline Germain-Ru...
- Alan Corbiere (M'C...
  Cultures)
- Anette Guse (Univ...
- Alana Johns (Univ...
- Coralie Payre-Fic...
- Norman Sieweke...
  Second Language...
- Barbara Spinelli (...
- Nicola Townend (...

...elica Galante
...SE-UofT)
... Johnston (York)
...na Ni Owoo
...SE-UofT)
...id Ortega (OISE-UofT)
...a Potkonjak (York)

Miigwetch!
Merci!
Danke!
Grazie!
Thank you!