

MULTILINGUALISM:

Empowering
Individuals

Transforming
Societies



“WE ARE MULTILINGUAL!”

***IDENTITY-BASED ACTIVITIES TO PROMOTE AND
ENHANCE LANGUAGE LEARNING***

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Arts & Humanities
Research Council



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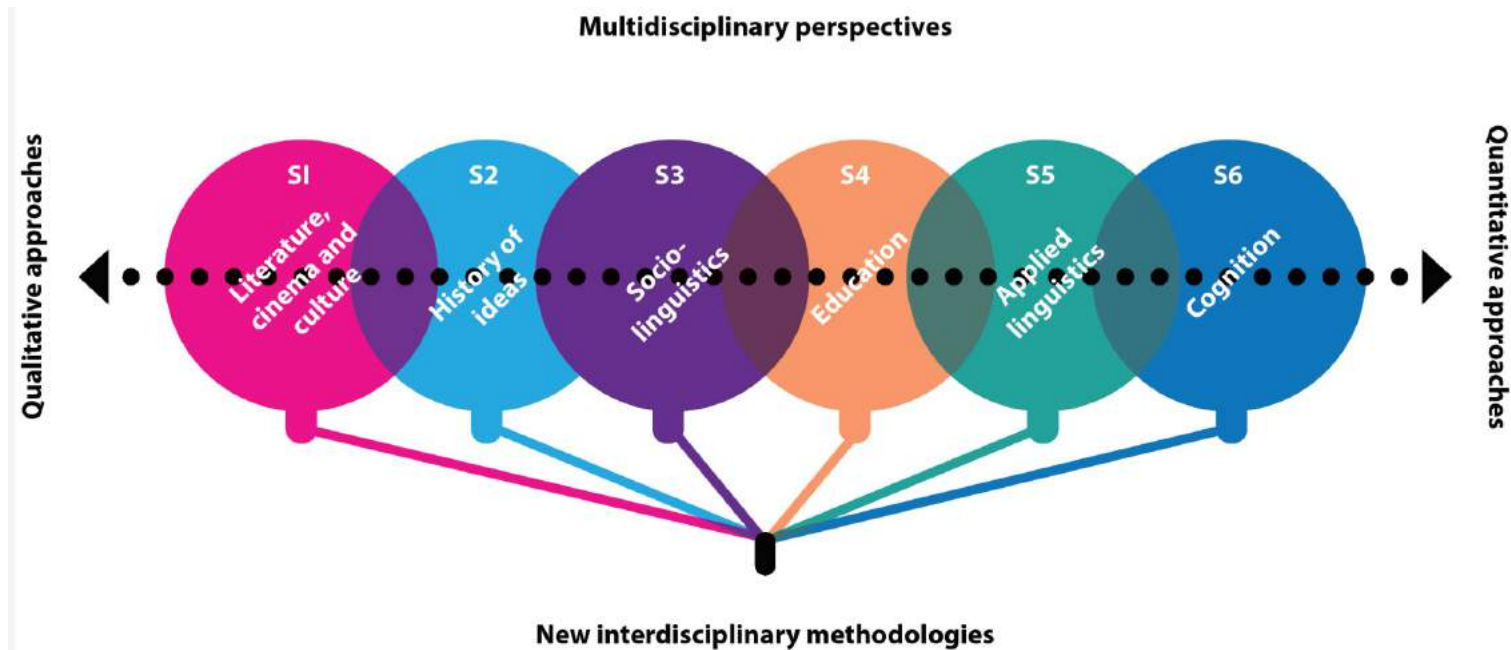
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Research-based teaching resources



The influence of multilingual identity on foreign language learning



- To investigate the link between multilingualism, and the extent to which one identifies as multilingual, and learning in school;
- To devise innovative pedagogical approaches to help learners to identify themselves as multilingual, with a view to improving motivation and achievement in school and promoting greater engagement with language learning.

Research context



- 7 secondary schools in England
 - A range of schools from across the East of England and London
 - Range of geographical locations (urban/rural)
 - Range of school size and language provision
 - Range of demographics of students (first language background, socioeconomic status etc.)
- Participants
 - Year 8-9 (age 12-14) and Year 10-11 (age 14-16) students over a 2-year period
 - Approximately 2500 students in total



What is the link between multilingualism, identifying as multilingual, and learning in school?



School-recorded EAL

Self-identification as EAL

Self-identification as
multilingual

So we can say that ...

- ... when it comes to multilingualism, what **you** think you are might be more important than what others say you are!
- ... the evaluative and emotive dimensions of multilingualism may have a greater effect on attainment than an experience as powerful as having an additional language in the home

How can we help students to identify themselves as multilingual?

Focus of the project



- Can an identity-oriented language pedagogy lead to an enhancement of the students' multilingual identity, their motivation to study languages, and their academic achievement?
- 3 dimensions
 - Knowledge about multilingualism
 - Multilingual identity awareness
 - Reflexivity

The Materials



www.wamcam.org

Resources for **secondary languages teachers** (Fre, Ger, Sp)

- 8 full sessions

Resources for **primary teachers** (Eng)

- 6 units each with a series of short activities

Whole-school resources (Eng)

- 6 full lessons (e.g. PSHE) **or**
- 12 mini lessons (e.g. assembly, form time)

Sessions

- | | |
|---|------------------------------|
| 1 | Being multilingual |
| 2 | You are what you speak |
| 3 | Languages in the school |
| 4 | Languages in the community |
| 5 | Recipes for language |
| 6 | Recipes for culture |
| 7 | Why learn languages? |
| 8 | Project: We are multilingual |

PowerPoints

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graph RL; PP[PowerPoints] --> S1[1 Being multilingual]; TN[Teacher's notes] --> S4[4 Languages in the community]; W[Worksheets] --> S6[6 Recipes for culture];
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Teacher's notes

Worksheets

Share your ideas...



Think...

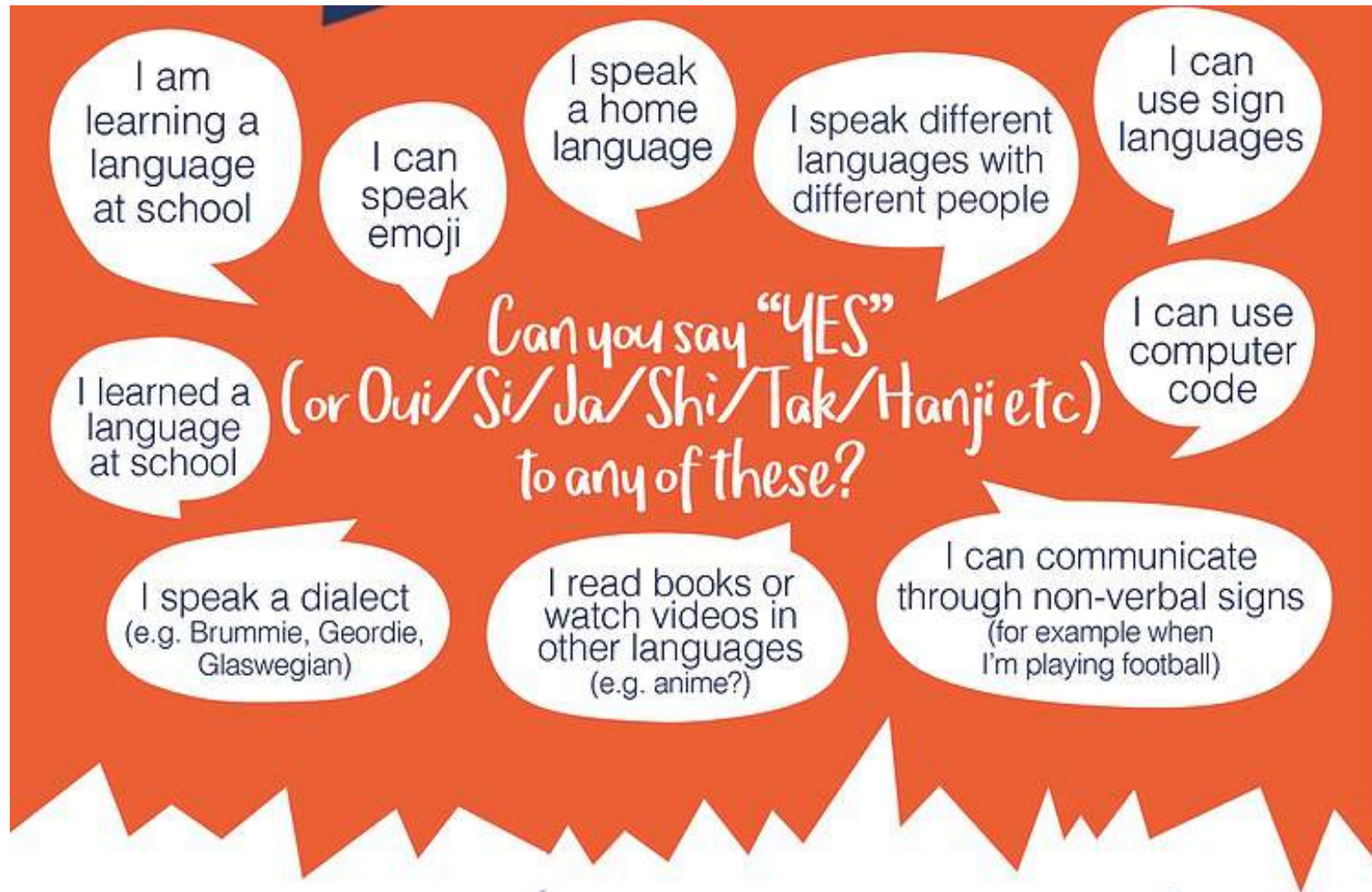
- What does it mean to be...
 - Monolingual?
 - Multilingual?
- Place yourself on this scale
 - Think about the reason why did you put yourself where you did?

Monolingual



Multilingual

Am I multilingual?



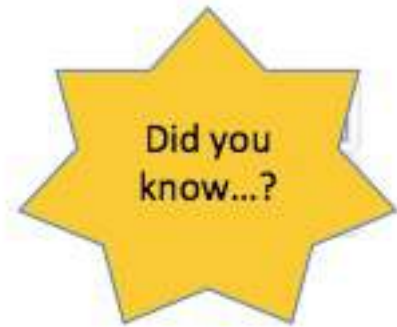
Qu'est-ce que tu sais des langues à l'école!

En Angleterre, beaucoup d'élèves apprennent une autre langue à l'école – le français est la langue la plus populaire, suivi de l'espagnol, et de l'allemand. D'autres élèves apprennent l'italien, ou le chinois. Plus d'un million d'élèves parlent aussi une langue différente à la maison, par exemple, le panjabi, l'urdu, le bengali, et le polonais, et aussi des langues régionales comme le gallois et le gaélique. Ils utilisent ces langues peut-être à la maison avec la famille, mais aussi à l'école avec leurs amis. Il y a plus de trois cents langues aux écoles britanniques, et les élèves qui ont déjà deux langues trouvent qu'il est plus facile d'apprendre une troisième! Alors, l'Angleterre est un pays très multilingue, avec des élèves et des écoles très multilingues!

La France est aussi un pays très multilingue! Beaucoup d'élèves apprennent l'anglais, mais aussi l'allemand et l'espagnol: 55% des élèves apprennent plus de deux langues à l'école. Comme en Angleterre, les élèves parlent d'autres langues à la maison, par exemple l'arabe, et des langues régionales comme l'occitan et le breton.

Réponses!

- français
- espagnol
- allemand
- italien
- chinois
- panjabi
- urdu
- bengali
- polonais
- gallois
- gaélique
- anglais
- arabe
- occitan
- breton
- French
- Spanish
- German
- Italian
- Chinese
- Panjabi
- Urdu
- Bengali
- Polish
- Welsh
- Gaelic
- English
- Arabic
- Occitan
- Breton



... that all these
languages are
learned and spoken
in the UK and
France?!

Recipes for language

The English “recipe” is made up of many different “ingredients”. Can you guess the origins of these different “ingredients” (choose from the languages listed below)?

The entrepreneur paid by cheque for the gourmet chocolate-covered apricots and cream that he ate on the balcony

Hindi/Urdu

French

Nahuatl
(Native language from
Mexico)

Italian

Arabic

Recipes for language

Do you think any of these words may come from other languages? Can you have a guess which ones?

The entrepreneur paid by cheque for the gourmet chocolate-covered apricots and cream that he ate on the balcony

Hindi/Urdu

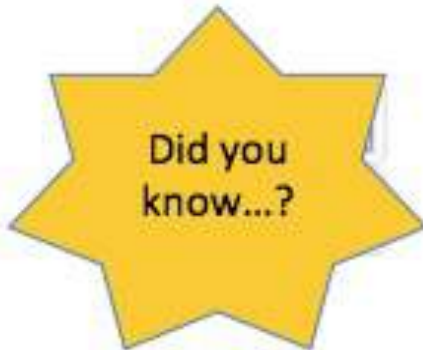
French

Nahuatl
(Native language from
Mexico)

Italian

Arabic

Recipes for language Answers



Did you
know...?

- Entrepreneur = French.
- Cheque (check, checkmate, chess, exchequer, cheque, chequered, unchecked, checkout, checkbox, checkbook etc) = Arabic شاه shāh, king in the game of chess. The many uses of "check" in English are all descended from Persian shah = "king" and the use of this word in the game of chess to mean "check the king". Chess was introduced to medieval Europe through Arabs.
- Gourmet = French
- Chocolate = Nahuatl (Native language from Mexico) *xocolatl*, meaning "hot water".
- Apricot: from Arabic البرقوق al-barqūq, apricot.
- Cream = French, from *crème*.
- Balcony = Italian.

Selected Languages and Accents of British Isles



- Are any of the dialects you thought of shown on this map?
- Is YOUR dialect or accent shown on this map?
- If you don't speak a dialect, in what other ways may you use different ways of speaking depending on who you are talking to and where?



Rita Ora's Multilingual Timeline

What can Rita's name tell us about her language history and identity?

How do you think receiving this honour made her feel about her Kosovar background and her Albanian language?

1995
started primary school in English

2001
Wins a place at Sylvia Young theatre school; Parents add "Ora", meaning 'hour' in Albanian, to last name to make it easier to pronounce her name

6 May 2012
Single 'R.I.P' released

13 July 2015
Honorary ambassador of Kosovo

Parents speak Albanian

1991

Came to London as a refugee, continued to learn and use Albanian in the home

Birth
Born Rita Sahatçiu (watchmaker in Turkish);
26 Nov 1990;
Pristina, Yugoslavia;
Albanian parents

How do you think Rita felt about her background and her language growing up in London? How may this have impacted on her language learning?

Does Rita speak her languages equally well? Why (not)?

Now
2018

Do you think Rita will continue to use her English and Albanian in the future? Why?

English
Albanian

English
Albanian

Our multilingual timelines

Before we draw our own multilingual timeline, let's think...

- In what ways am I **multilingual**?
 - Which different languages do I speak? (at home or in school)
 - Which different dialects do I speak?
 - Are there any other forms of language I use (slang, emoji, sign, body language)
 - At what ages did I start learning my different 'languages'?
 - How do I use my language(s) in different ways...Who with? When? How much?

Am I what I speak?

- Does everyone have an accent?
- What sort of an accent do I have?
 - In English?
 - In French?
 - In my other language(s)?
- Does the accent I have matter?
 - In English?
 - In French?
 - In my other language(s)?
- *What does my accent in these languages say about me?*



Final thoughts...



Complete the phrases about identity and language

- I used to think ...
- Now I think
- For my French learning this means...
- What will I tell other people about what I learned today?





What other ways can we be multilingual?

What benefits may they have?

- For the brain?
- For society?
- For me?



Friend



Amigo



Ami



Amic

FOR HOMEWORK:

- Talk to someone outside the classroom (a friend, a family member, someone in the community) about why they think it might be good to learn languages/be multilingual

An orange speech bubble with a white outline and a drop shadow, containing the word 'Discuss' in white text.

Discuss

- Ask them which reason(s) is most important for them
- Talk to them about what it means to be multilingual. Are they surprised by any of your ideas? Are they multilingual?

Multilingualism and my future!

- Please draw a picture of yourself showing what you imagine your life to be like in the future (your ideal self).
- You can do this task anyway you like! Please add some notes to your drawing to describe it and help others to understand your drawing.

Possible areas to think about:

- Where will I be living?
 - What sort of job will I have?
 - What sort of people will I work with?
 - Who will I be friends with?
 - What hobbies will I have?
 - Where will I travel to?
 - What do I need to make this happen (e.g. education, skills)?
 - And add anything else you like!
- Include ideas about the roles that various forms of language may play within the different aspects of your future life.



That all sounds great, but does it work?

Our data suggest that the WAM activities lead to:

- An increased sense of multilingual identity
- More positive views about the value of languages
- Higher reported enjoyment of language learning
- An increase in self-efficacy in relation to language learning



And what do the teachers think?

“It was a really great project that led to really interesting discussion”
(Teacher, London)

“It was really good to make the children understand that their bilingual status was valid” *(Teacher, Essex)*

“It improved the children’s understanding that learning a language was a process and just because they weren’t hugely successful Spanish speakers at that particular moment in time, didn’t mean that they weren’t legitimate in their attempts to speak Spanish”
(Teacher, London)



WE ARE MULTILINGUAL

LANGUAGES TEACHERS

LANGUAGES MATERIALS

WHOLE SCHOOL

WHOLE SCHOOL MATERIALS

PRIMARY SCHOOL MATERIALS

SIGN UP

OUR VISION:
To encourage everyone to
recognise the languages they
have and be able to say:
“WE ARE MULTILINGUAL”



I am
learning a
language
at school

I can
speak
emoji

I speak
a home
language

I speak different
languages with
different people

I can
use sign
languages

I learned a
language
at school

Can you say “YES”
(or Oui/Si/Ja/Shi/Tak/Hanji etc)
to any of these?

I speak a dialect
(e.g. Brummie, Geordie,
Glaswegian)

I read books or
watch videos in
other languages
(e.g. anime?)

I can communicate
through non-verbal signs
(for example when
I'm playing football)

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WAM arises out of
the work on
multilingual identity
carried out by the
Education Strand of
the MEITS project
(Multilingualism
Empowering
Individuals
Transforming
Societies).

Visit our main site
here
www.meits.org

How do I get the WAM resources?



Download the resources for **FREE** at: **www.wamcam.org**

- Resources for **secondary languages teachers** (French, German and Spanish)
- Resources for **primary teachers** (English)
- **Whole-school resources** (English – full and mini lessons)

Contact wamcam



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