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LANGUAGE AWARENESS AND MULTILINGUALISM IN TEACHER EDUCATION A CASE STUDY

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OUTLINE

- Background of the case study
- Case-study
- Test your own language awareness
- Wrap-up

WARM UP QUESTION

- What does language mean to you?

BACKGROUND: LANGUAGE AWARENESS

Language is often taken for granted and its possibilities and effects, however interesting, beautiful, or even dangerous, are sometimes overlooked. (Kaal & Dönszelman, 2021)

5 domains:

- Affective: attitude and motivation toward (learning) a language
- Cognitive: the system behind a language
- Social: sociocultural integration and diversity
- Performance: language proficiency
- Power: influence of language in society

(Voogel, 2021)

BACKGROUND: MULTILINGUALISM

- When is someone a multilingual speaker?
- Everyone is a multilingual speaker
 - Mother tongue
 - Body language
 - Language register
 - Second or foreign language(s)
 - Programming languages
 - ...

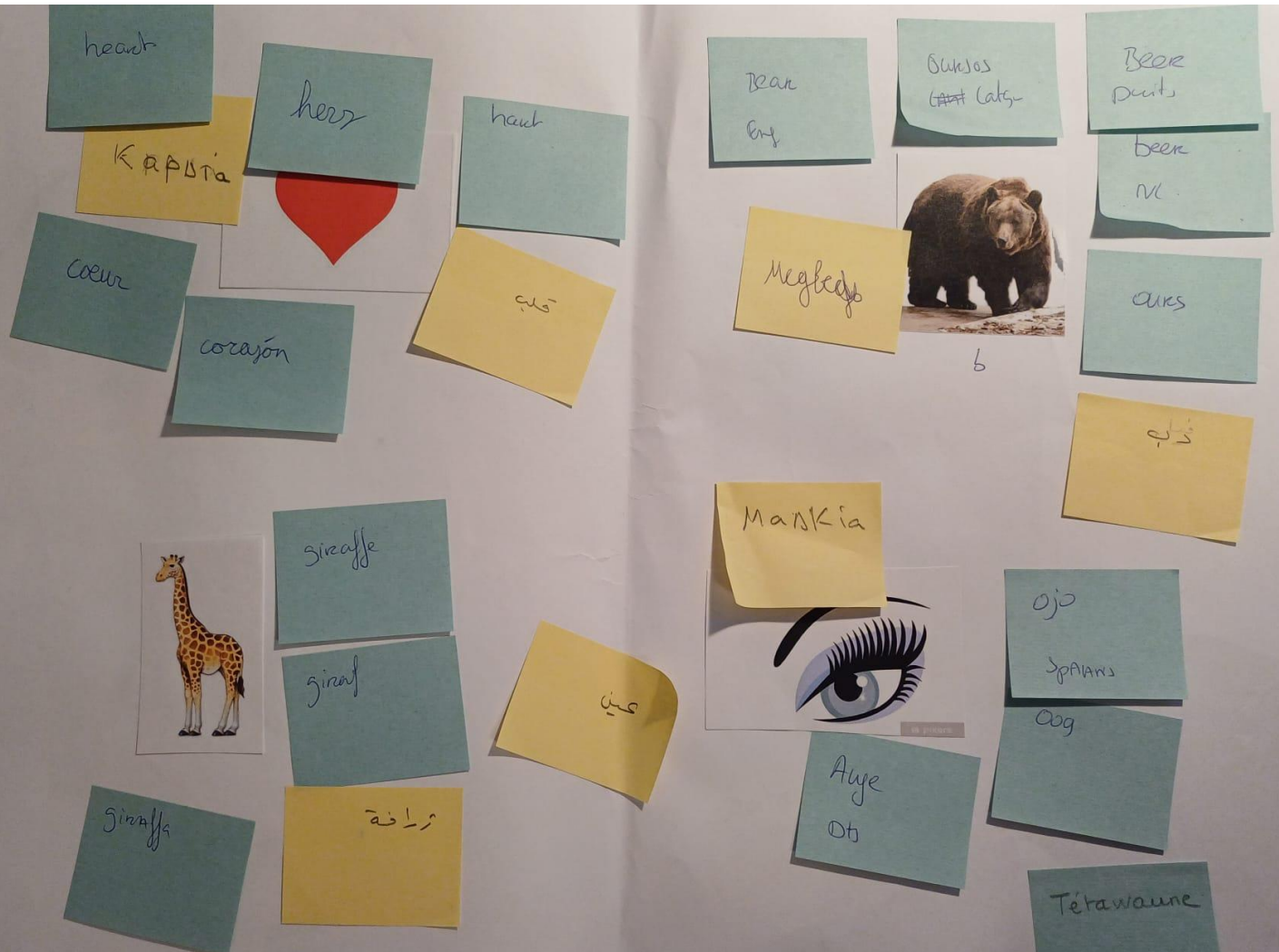
LANGUAGE AWARENESS & MULTILINGUALISM IN TEACHER EDUCATION

- More multilingual students in the classrooms
- Awareness of the power of language
- Language awareness in the new curricula (The Netherlands)

CASE STUDY

- HAN University of Applied Sciences, School of Education
- 4 groups (pre-service teachers)
 - Modern foreign languages
 - French
 - Economics
 - Mathematics
- 1 themed class (90 minutes)

ETYMOLOGY



TEST YOUR OWN LANGUAGE AWARENESS

TEST YOUR LANGUAGE AWARENESS

- In small groups
 - Find 4 families of 3 languages
 - 2 languages are left over
-
- Why do these languages belong together?
 - What language family do they belong to?
 - Why are your chosen 2 languages left over?



LANGUAGE FAMILIES

Main family: Indo-European language family



4 sub-families:

- Germanic languages (Dutch, English, German)
- Slavic languages (Polish, Croatian, Czech)
- Romance languages (Spanish, French, Romanian)
- Indo-Iranian languages (Kurdish, Urdu, Persian)

Artistic languages:

- Dothraki (Game of Thrones)
- Klingon (Star Trek)

SOLUTION

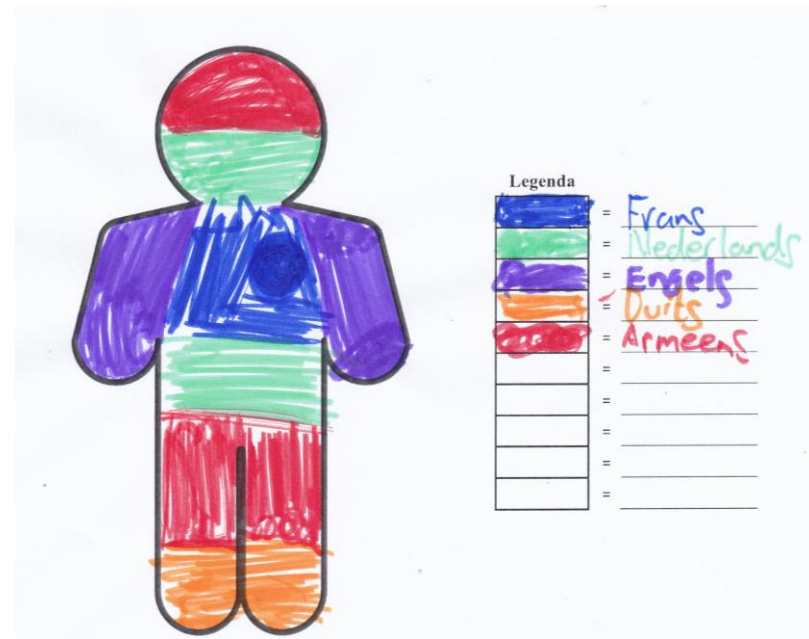
Germanic languages										
Dutch	een	twee	drie	vier	vijf	zes	zeven	acht	negen	tien
German	eins	zwei	drei	vier	fünf	sechs	sieben	acht	neun	zehn
English	one	two	three	four	five	six	seven	eight	nine	ten
Slavic languages										
Polish	jeden	dwa	trzy	cztery	pięć	sześć	siedem	osiem	dziewięć	dziesięć
Croatian	jedan	dva	tri	četiri	pet	šest	sedam	osam	devet	deset
Czech	jedna	dva	tři	čtyři	pět	šest	sedm	osm	devět	deset
Romance languages										
French	un	deux	trois	quatre	cinq	six	sept	huit	neuf	dix
Spanish	uno	dos	tres	cuatro	cinco	seis	siete	ocho	nueve	diez
Romanian	unu	doi	trei	patru	cinci	sase	sapte	opt	noua	zece
Indo-Iranian languages										
Kurdish	yek	du	sê	çar	pênc	şeş	heft	heşt	neh	deh
Urdu*	aik	dou	teen	chaar	paanch	chhay	saat	aatth	nau	dus
Persian*	yek	do	se	chahaar	panj	shesh	haft	hasht	noh	dah
Artistic languages										
Dothraki	at	akat	sen	tor	mek	zhinda	fekh	ori	qazat	thi
Klingon	wa'	cha'	wej	loS	vagh	jav	Soch	chorgh	Hut	wa'maH

*phonetic spelling

LANGUAGE SELFPORTRAIT



Legenda	
	= Nederlands
	= Frans
	= Engels
	= Spaans
	= Duits
	= Zeeuws
	= Latijns
	= lichaamstaal
	= Latijn
	= Grieks



Legenda	
	= Frans
	= Nederlands
	= Engels
	= Duits
	= Armeens
	=
	=
	=
	=
	=
	=



Legenda	
	= Nederlands
	= dialect
	= Frans
	= Engels
	= Duits
	=
	=
	=
	=
	=
	=

CASE STUDY - CONCLUSIONS

- Mostly students of Mathematics: interesting to look at other functions and effects of languages
- Mostly students of modern foreign languages: more emphasis on language awareness and links between languages, loan words (vocabulary)
- Realisation that there are (probably) more multilingual pupils in the classrooms than the teachers are aware of
- Greater knowledge about language awareness and multilingualism
- First ideas on how to use the richness and diversity of languages on the classrooms
- More focus on the power of language in the classroom: the way of addressing each other
- “I organised a day where students shared stories and traditions from their native language with their classmates.”

WRAP-UP

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- Delarue, S. (2018). 10 cruciale inzichten over meertaligheid en taalverwerving. *FONS*, 3(2), 42-44.
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A DIFFERENT
LANGUAGE IS A
DIFFERENT VISION
OF LIFE.

FEDERICO FELLINI