

MARILLE: Template for practice examples

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Title/ name of example: "Tales multilingual"	
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Example from	<input checked="" type="checkbox"/> Mainstream majority language teaching <input type="checkbox"/> Other subject: _____ <input type="checkbox"/> Special classes for non-native speakers of majority language (second language classroom)
Type of example: <input type="checkbox"/> Teaching material <input type="checkbox"/> Classroom video <input checked="" type="checkbox"/> Lesson plan/ scenario <input type="checkbox"/> Other:	
Required time:	
Target group (Age, type of school, languages,...):	8-9-10 years old Primary school Norwegian and Arabic as first languages of the pupils
Detailed description of example:	<p>The pupils are going to act a tale for their fellows who don't have the same first language. The aim of this session is to enable pupils to show the other pupils how they understand this story i.e. with their own way of thinking, their own cultural codes and symbols by letting them acting, making gestures, mimics or facial expressions.</p> <p>Step1: Preparing</p> <p>Divide the class in 4 groups: 2 for the majority language (Norwegian) and 2 for Arabic. Each group must choose a story at home (on the internet, in books available at home or in a library...) and train to act it in a play. Tell them</p>

they should explain to the others their ways of acting later.
Before the next step, they should give the books or the printed text to the teacher.

Step 2: Acting and Guessing

- The Norwegian groups and Arabic groups tell their story without speaking by acting
- The teacher asks each group to tell what they have understood of the different plays (characters, plot...).
- They can write it down or draw it on a poster
- The teacher collects the four posters

Step 3: Guessing, Reading and Verifying

- The teacher asks the pupils about what they had done in the last lesson – an update activity
- The teacher gives each group their poster and lets them explain to the others what they have understood in the play and which gestures made them think so.
- The teacher allows the usage of Arabic words if pupils don't know how to say it in Norwegian. The pupils try to explain what these words mean in Arabic. The teacher then helps the pupils to say it in the majority language.
- The teacher writes down their new proposals on 4 different posters.
- Finally, the stories are read by the teacher in Norwegian.
- The teacher asks the pupils to recognise "their" story. After that each pupil should explain to the others his or her interpretation. The two different language groups should interact in this process. At the end, the teacher tries to explain the reasons for all the different codes and symbols (different gestures or facial expressions) → pupils can do it too!

Step 4: Discovering multicultural versions

- The pupils shall try to find out if the same stories exist in their own first language.
- Maybe the story is slightly different: If they don't find similar stories, the teacher can help them to find similarities (e.g. for the story "Little red riding hood": maybe there isn't a wolf because there are no wolves in the desert). They can use the website or libraries, and they can ask their parents if they know a similar story.
- The teacher reads the new story for the pupils and collects their reactions. Is the message of the story really similar?

Steps 5 : To be continued...

- Parents are welcome to tell this/ these story(ies) in their own language at school.
- It could be a project for the whole year too. Every pupil can bring a new story to school about which he or she thinks that it is very similar. Then the pupil can explain to the others why he or she has chosen this particular story. He or she can also propose a new story and ask the others if they know a similar one...
- Pupils can be offered the possibility to listen to the different versions of stories whenever they want (with earphones)

Which aims and underpinning values are fostered?

- focus on learners with varying language skills, proficiency profiles and cultural backgrounds
- recognise that plurilingualism is present all the time
- increase confidence, enjoyment and awareness in using various languages
- develop curiosity
- appreciate and enjoy different literatures and texts, different discourse styles and genres

Which aspects of knowledge and skills relevant for plurilingualism are promoted in this example?**Knowledge and understanding****Various literatures, texts, discourses and genres**

- Understanding of the implications for interpreting, reading and learning
- from various cultural and language areas
- about plurilingual and pluricultural experiences

Language functions

- relationship between language and identity and language and culture

Skills**Investigating and acquiring knowledge**

- accessing, understanding, interpreting oral and written information with varying cultural conventions

- using reference material with varying cultural emphasis and reworking information
- mediation skills: translating from one lg. to another; summarising in one language a text written in another language
- interpretation skills: critical analysis, clarification and explanation of the (cultural) meaning attributed to texts describing various cultural contexts (e.g. novel, story, poem)

Interacting, networking and discussing

- capacity to interact and establish relations and to work collaboratively with people with varying cultural, linguistic, learning and religious backgrounds
- ability to play with language

Self-directed (language) learning

- finding alternative opportunities and resources for learning
- showing willingness to experiment more with one's learning

<p>Teachers need these...</p>	<p>Knowledges</p> <ul style="list-style-type: none"> • knowledge of first and second language acquisition processes (e.g. phases, strategies in second language learning, role of first language) and intercultural learning • knowledge about methods of first AND second language teaching • inclusive, differentiated practice; language diversity management in the classroom • flexible application of methods of teaching the language of instruction as first or second language 	<p>Skills</p> <ul style="list-style-type: none"> • literacy skills (spoken and written texts; production and comprehension) • interaction skills (incl. presentations) • information and media skills • learning strategies • reading for learning • skills in using linguistic clues for inferring meanings and regularities
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<p>Evaluation of example</p>	<p>Positive: By doing so, we can enable the multilingual pupils to build a common language. We teach majority language while integrating and using minority language and culture.</p>	<p>Negative:</p>
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Other comments: