

Developing the Language Awareness/ Eveil aux langues approach in the Nordic and Baltic countries (DELA-NOBA)

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Four pluralistic approaches

1. The intercultural approach
2. Integrated didactic approach
3. Intercomprehension between related languages
4. Language awareness/Eveil aux langues

DELA-NOBA's general objectives

- to examine how plurilingual language awareness education can be integrated and further developed in the Nordic/Baltic context
- to examine the impact of plurilingual language awareness education on learners' and parents' attitudes towards language diversity and language learning
- to contribute to the societal discussions on language diversity and language learning in the Nordic/Baltic countries.

Developing the Language Awareness Approach in the Nordic and Baltic countries (DELA-NOBA)



- 08/2013 – 07/2016
- 21 partners from seven Nordic/Baltic countries (Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Sweden + Norway)
- Partnerships between seven pilot schools (primary and secondary) and institutions of higher education
- <http://www.ruc.dk/institutter/cuid/forskning/forskningsprojekter/dela-noba/>

DELA-NOBA's time schedule

PHASE 1: 08/2013-07/2014

Integrating existing teaching materials in a Nordic/Baltic context

PHASE 2: 08/2014-07/2015

Designing teaching materials for the Nordic/Baltic context

PHASE 3: 08/2015-07/2016

Collecting and distributing results and experiences

- Final conference in Denmark (+ FREPA TaC)

- Special issue of the *International Journal of Education for Diversities*

DELA-NOBA's organisation and objectives in Finland

- Heidi Layne, Fred Dervin, University of Helsinki
- Inka Pisto, masterstudent
- Eija Suomela-Salmi, University of Turku
- Satu Koistinen, Vähä-Heikkilä, Turku

The Language Awareness/Eveil aux langues approach in the Finnish context:

- from a language policy perspective
- from an implementation perspective



Phase 1

Integrating existing teaching materials in a Nordic/Baltic context

1. Language autobiography
2. Lists of language awareness teaching activities
(Primary 1, Primary 2, Secondary 1)
3. Three teaching activities/teacher

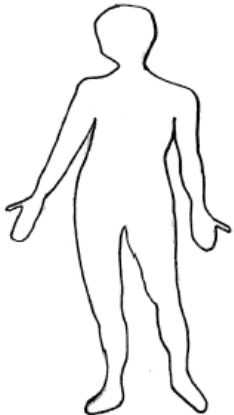
The language autobiography

Knowledge?
Attitudes?
Skills?

Which languages
have you been into
contact with during
your life?

Which languages have you been into contact with during your life?
Make a list beside the figure
Give each language a colour
Draw the languages inside the figure by using the colours

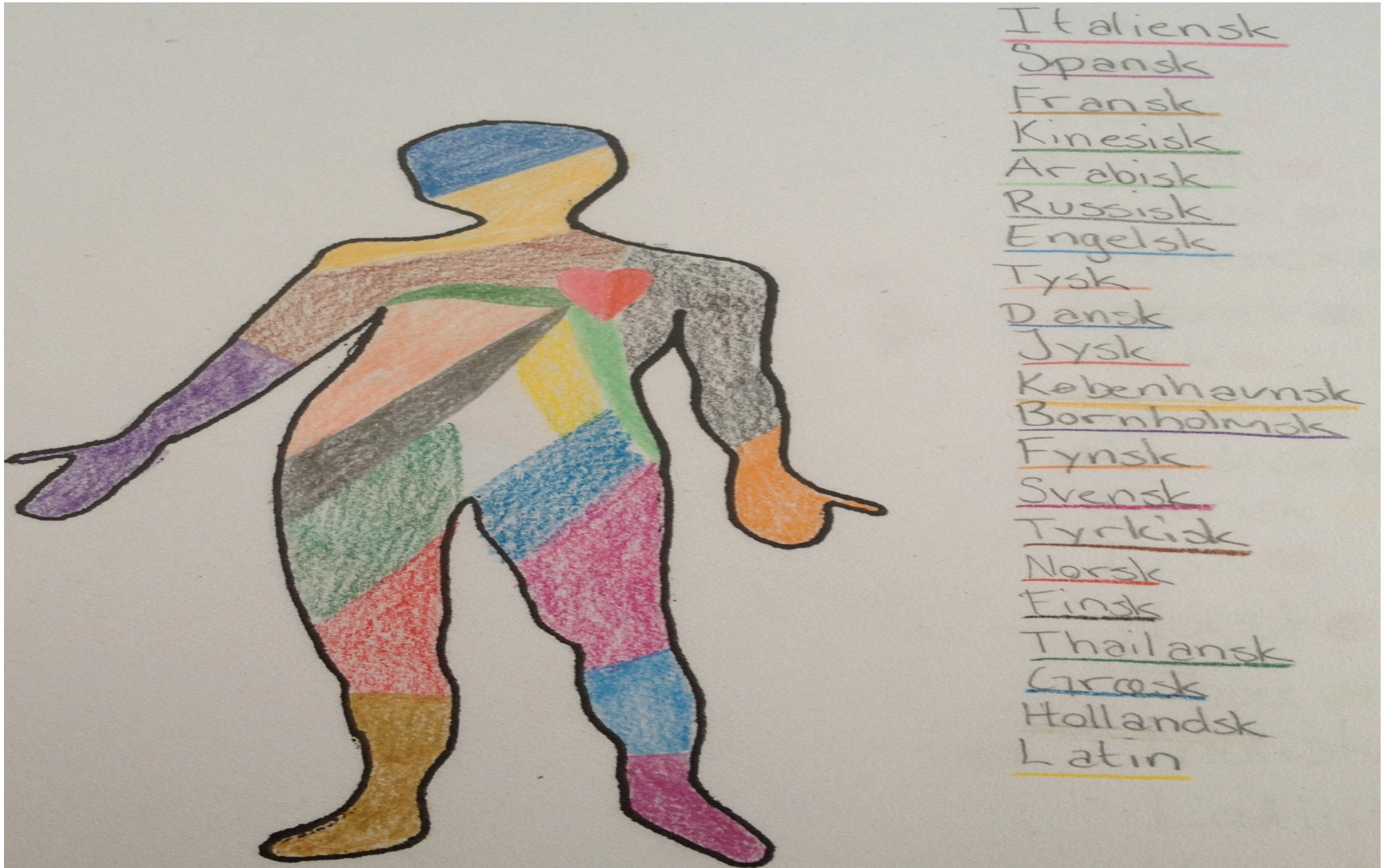
Name:
Country:



Language autobiography, grade 6

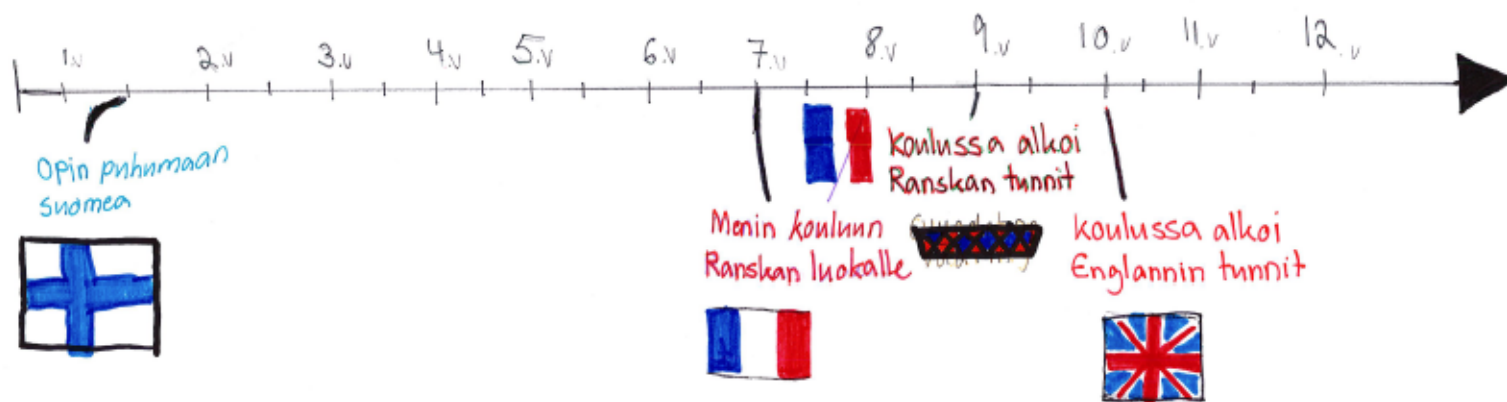


Language autobiography, grade 6



Language autobiography - Finland

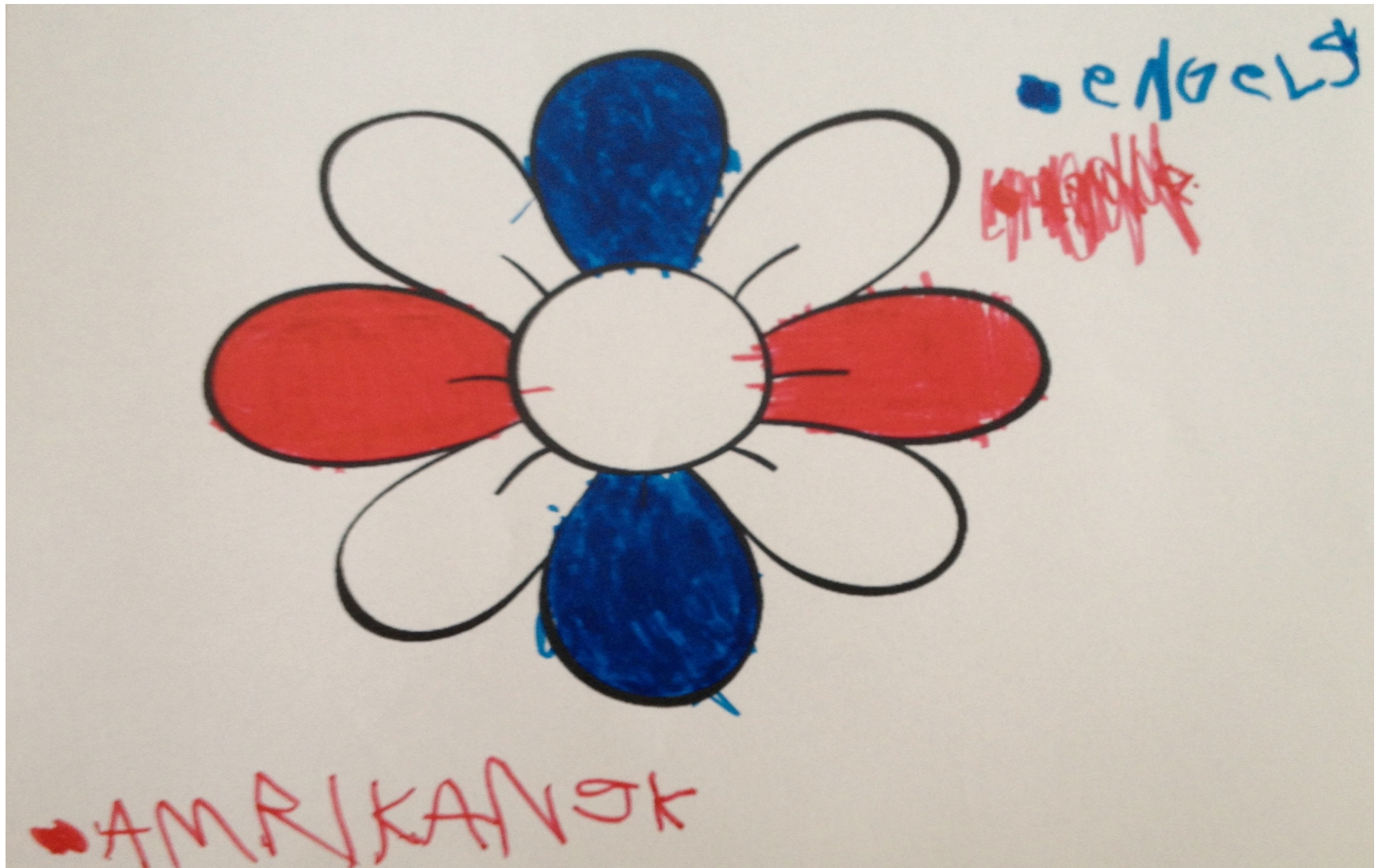
MINÄ & KIELET



Osaan puhua ranskaa, suomea
ja englantia tai ranskasta ja englannista
en osaa puhua jaitain asioita.

Osaan puhua pari sanaa
Ruotsia.

The language flower – grade 2 and 3



The language flower – grade 2 and 3



Language autobiographie, grade 6

Sprogene i mit liv

... . Jeg er ikke så tit ude at rejse, i hvert tilfælde ikke udenfor Skandinavien. Jeg bor i København som er hovedstaden i Danmark. Alligevel har jeg hørt en masse sprog.

Language autobiographie, grade 6

Islandsk:

Jeg har hørt min ven tale islandsk med sin mor, som er fra Island

Nepalesisk

Jeg har hørt en klassekammerat tale nepalesisk. Hun har været derovre og hun kan lidt nepalesisk.

Spansk:

Jeg har høre spansk når jeg ser fodboldkampe. Mit ynglingshold er Real Madrid som er et spansk hold. Når jeg ser kampene er der ofte spanske kommentatorer.

Language autobiographie, grade 6

Min nabos hund

Jeg går med min nabos hund, som jeg taler engelsk til. Så jeg snakker, læse og skrive meget engelsk med ejeren. Så jeg lære nogle nye ord og ordopsætning

Sprog på gaden

Jeg møder mange sprog på gaden, i metroen, flyet og i toget. Man hører mange samtaler

Year 2: Language autobiography

- Document your encounters with languages (media, streets, school,...)!
- What languages would you like to learn?



Teaching material lists: Primary 1, Primary 2, Secondary 1

Éveil aux langues / Language Awareness: Teaching materials

1. → The links between languages and cultures

Title, description	Link	Language of instruction	Languages used for this activity:	Level of instruction	Duration
Body part Mathematics The purpose of this exercise is to explore multicultural/-lingual aspects of body part mathematics – counting and measuring – for this procedure varies in different cultures.	http://conbat.ecml.at/TrainingKit/DidacticUnits/BodypartMathematics/tabid/2672/language/en-GB/Default.aspx	EN	English, Czech, French and Italian	Secondary 1, Secondary 2	6x20
Units of measurement The activity aims at learning the units of measurement. It focuses on comparing the international system of measurement with the units that are significant to one culture and learning the names of these units in one's own or another language.	http://conbat.ecml.at/TrainingKit/DidacticUnits/Unitsofmeasurement/tabid/2677/language/en-GB/Default.aspx	EN		Secondary 1	3x60
Die lange Reise der Wörter Students discover in a playful way that there is a	http://carap.ecml.at/tabid/2700/PublicationID/249/	DE	English, French, Arabic,	Primary 2, Secondary	1 x 30', 2 x 50'

Thematic structure

1. Links between languages and cultures
2. History and evolution of languages
3. Spoken and written language
4. Verbal and non-verbal communication
5. Writing systems, alphabets
6. Regularities in the language
7. Loans and neologisms
8. Phonological systems
9. Languages in the environment
10. Pluri-/multilingualism, language variation
11. The status of languages
12. Language learning



NORDPLUS
Horizontal

Three teaching activities / teacher

- Evaluations by students and teachers
- Nine activities selected and translated into the Nordic/Baltic languages (FREPA database)

Pupils' evaluations of the teaching activities: Pupils younger than 11

a) Did you like the activity?



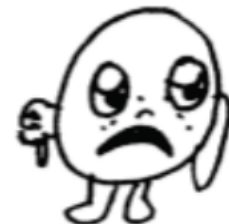
Yes, a lot!



Yes.



Not so much.



No, not at all!

The teaching activities in the Finnish context

- Language autobiographies
- Hyvää päivää
- Working with fairy tails

Sagor - Eventyr - Fairy Tales - حکایات

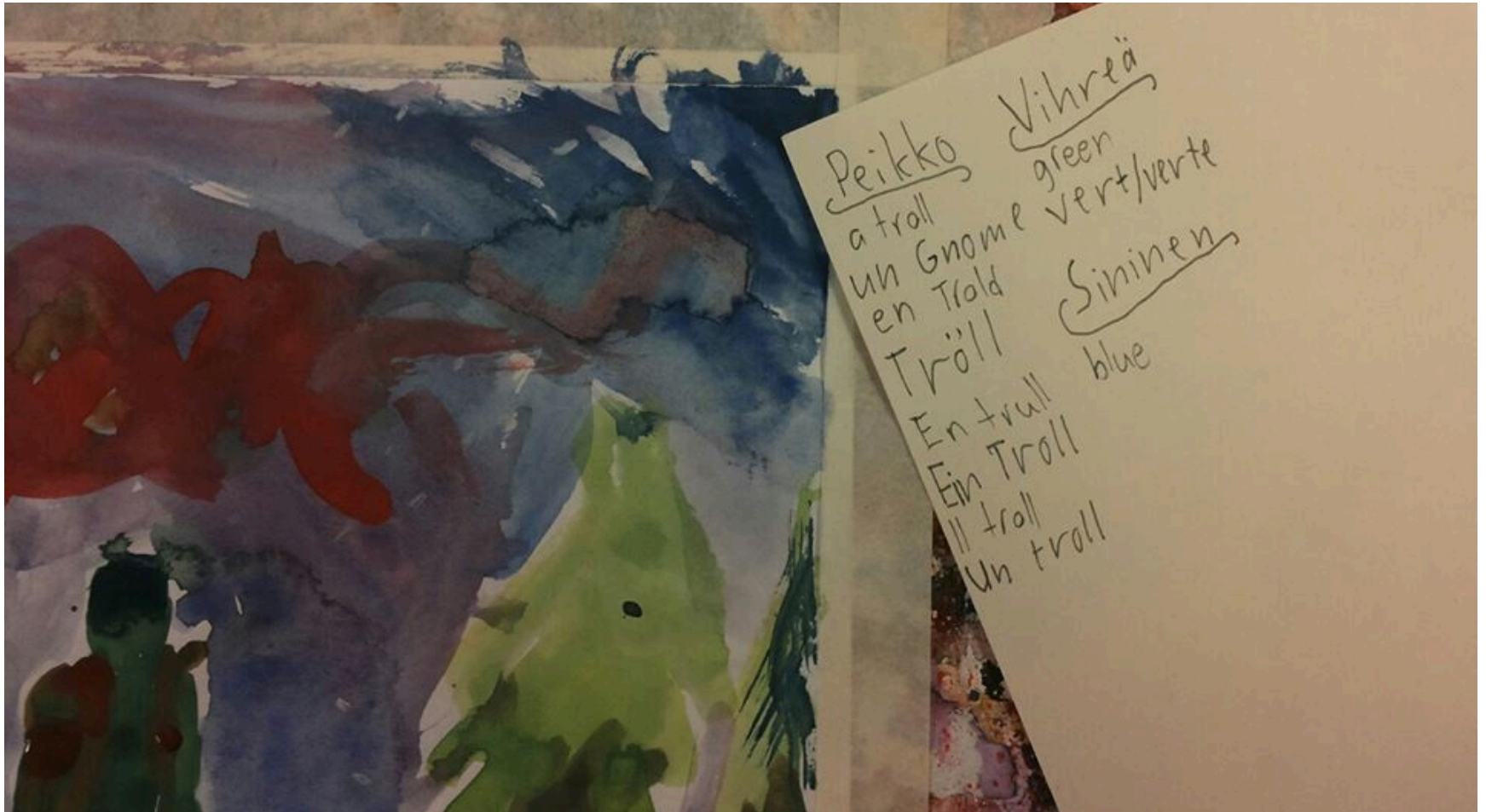
Swedish

Norwegian

English

Arabic

Examples – Finland

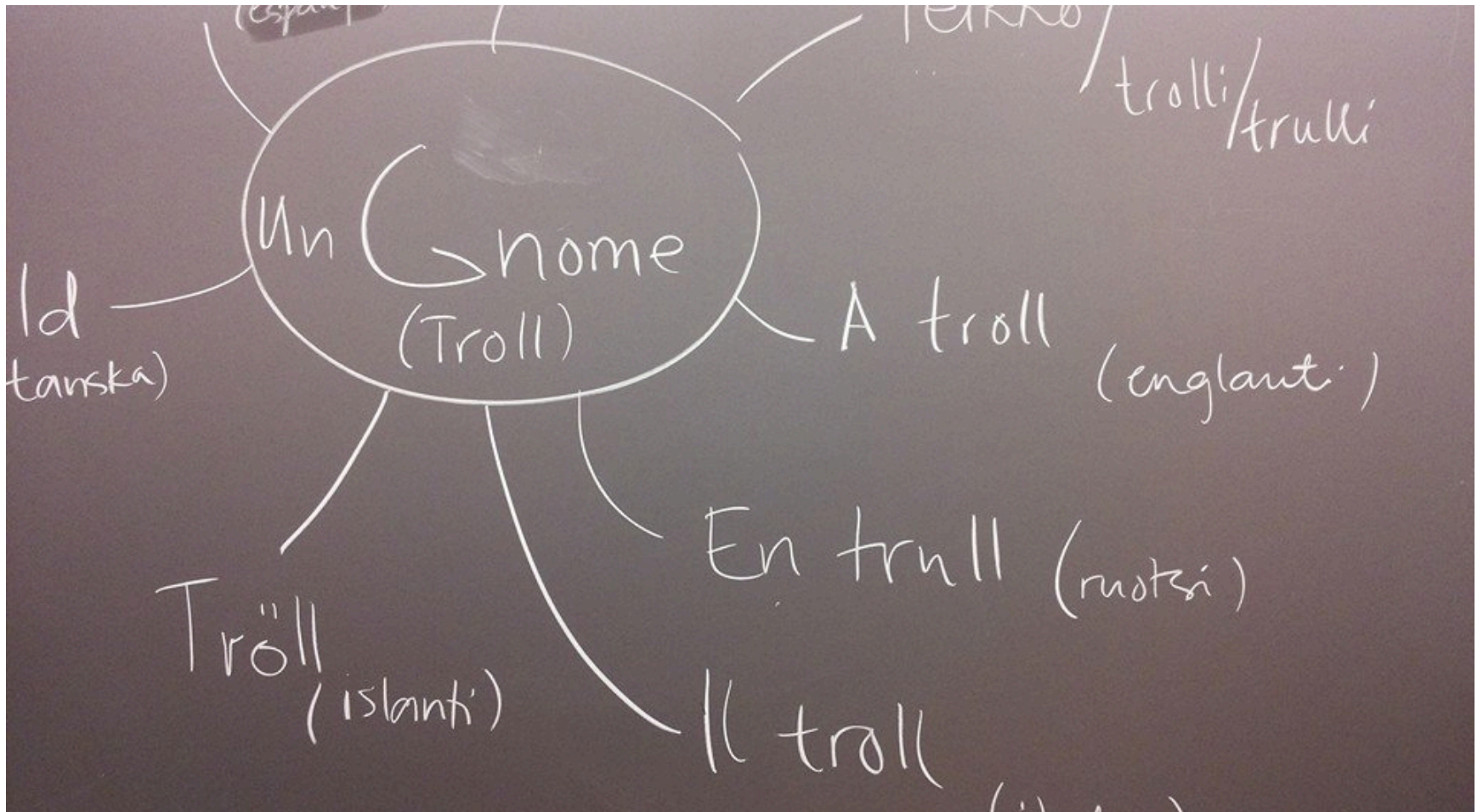


Peikko
a troll
un Gnome
en Troll
Tröll
En troll
Ein Troll
ll troll
Un troll

Vihreä
green
vert/verte

Sininen
blue

Examples – Finland



Examples – Finland



Finland: *Hyvää päivää!* & *Hyvää iltaa!*

Hyvää päivää!

Hyvää
päivää!

Hyvää
iltapäivää!

Hyvää
illan alkua!

Hyvää
yötä!



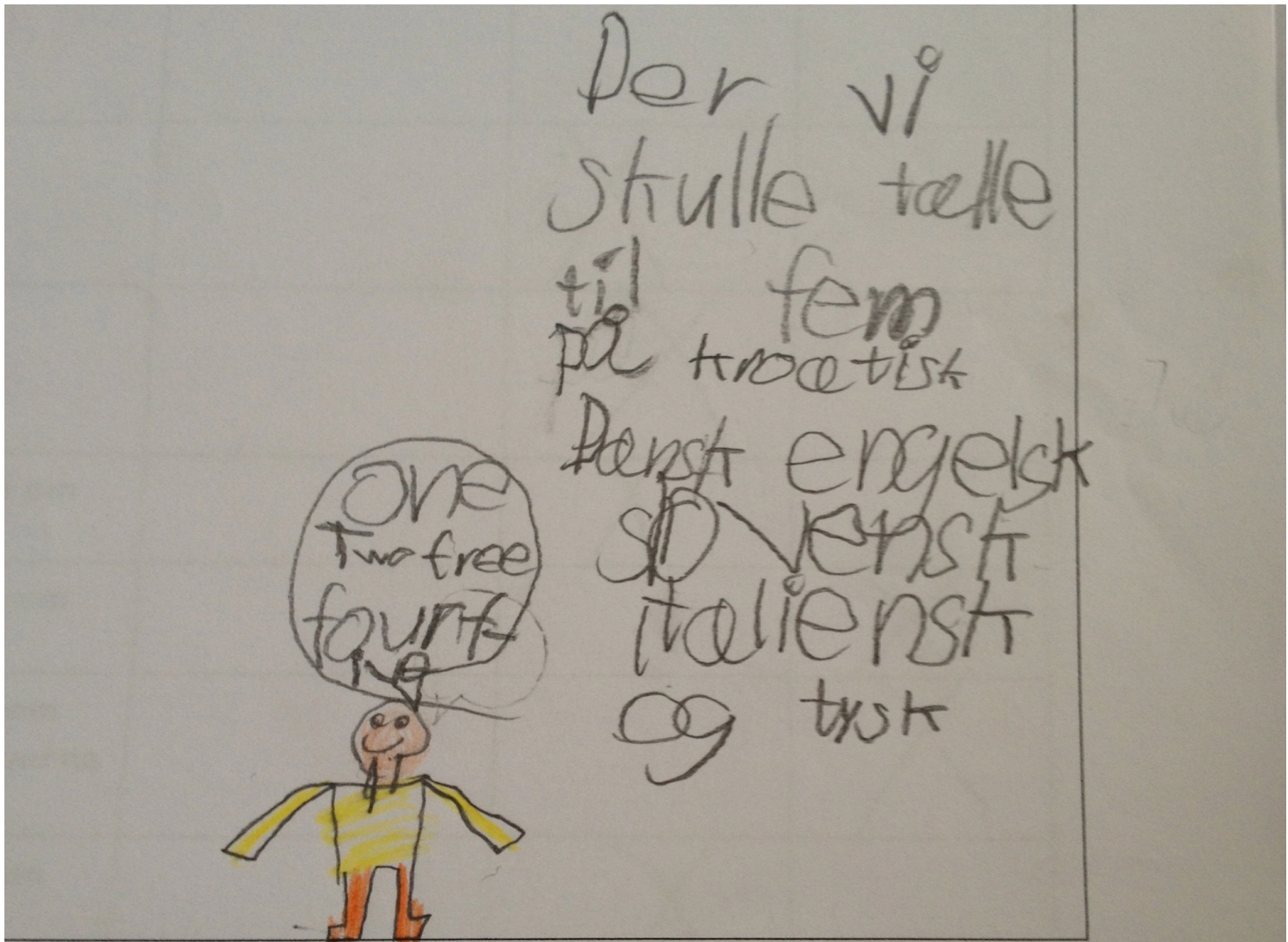
Hyvää
päivää!

Hyvää
iltapäivää!

Hyvää
illan alkua!

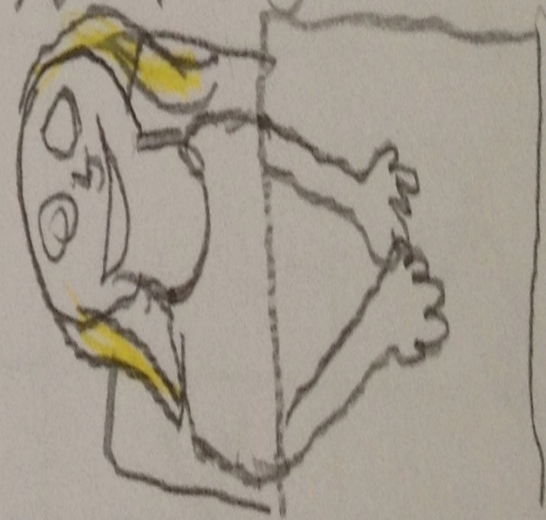
Hyvää
yötä!

What did you like about the activity?
(grade 2 and 3)



What did you like about the activity? (grade 2 and 3)

Det var sjovt at lytte
til Det og sprogene meget
især at tale til
5. På Slevrensk og



kreativt

Criteria for the selection

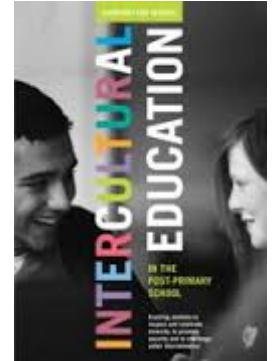
1. Common criteria for good teaching materials: learner-centered, action-oriented, creative...

2. Criteria for the language awareness approach:
 - Materials that integrate language diversity (migrant languages, regional languages, foreign languages...)
 - Materials that develop the students' knowledge, attitudes and skills
 - Materials that avoid generalizations/stereotypes

The selected activities, e.g.

Grade 1-3, e.g. Frère Jacques:

<http://www.ncca.ie/uploadedfiles/publications/intercultural.pdf>



Grade 4-6, e.g. Cooking detective:

http://jaling.ecml.at/pdfdocs/suppots/slovenia/cooking_detective.pdf



Grade 7-9, e.g. Science and scientist:

<http://combat.ecml.at/TrainingKit/DidacticUnits/Scientists/tabid/2671/language/en-GB/Default.aspx>

The Conbat+ project



CONBAT+

CONTENT BASED TEACHING + PLURILINGUAL/CULTURAL AWARENESS

Home

Training Kit

Didactic Units

Resources

ConBat+

Plurilingualism and pluriculturalism in content teaching

<http://combat.ecml.at/DidacticUnits/tabid/2670/language/en-GB/Default.aspx>

Year 2: Designing teaching materials for the Nordic/Baltic context

1. Common criteria for good teaching materials: learner-centered, action-oriented, creative...
2. Criteria for the language awareness approach:
 - Materials that integrate **Nordic and Baltic languages and other languages that are relevant for our context** (migrant languages, regional languages, foreign languages...)
 - Materials that develop the students' knowledge, attitudes and skills
 - Materials that avoid generalizations/stereotypes

Two recently developed activities

Class: 1-3 (4-6)
Age: 6-8 (9-12)
Duration: From 4 to ...



- Micro Republics (Uzupio in Lithuania)
- Cartoons Strips

The learning objectives will be more clearly defined based on the FREPA descriptors (FREPA database)

Discussion: Micro Republics

1. Common criteria for good teaching materials:
learner-centered, action-oriented, creative...



2. Criteria for the language awareness approach

- Materials that integrate Nordic and Baltic languages and other languages that are relevant for our context (migrant languages, regional languages, foreign languages...)
- Materials that develop the students' knowledge, attitudes and skills
- Materials that avoid generalizations/stereotypes

Surveys (based on EVLANG and JaLing)

Teachers

- Pre-experience survey
- Post-experience survey

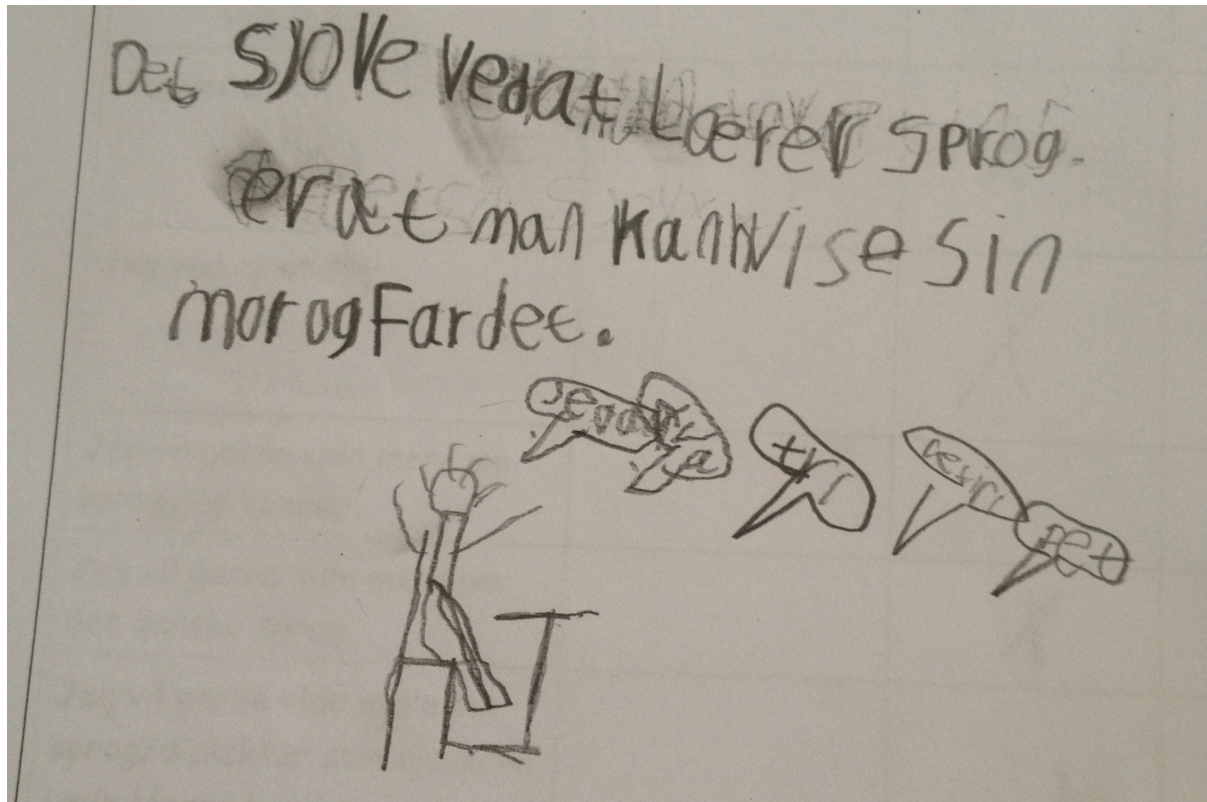
Parents

- Pre-experience survey
- Post-experience survey

Teaching activities' evaluations

- Students
- Teachers

What did you like about the activity?
(grade 2 and 3)



The Parents

Denmark (Children in two Grade 2 and one Grade 6 classes, ages 8 yrs. and 12 yrs. – The International Profile School in Copenhagen)

Preexperience: n=44

Postexperience: n=41

Finland (Children in one Grade 6 class, ages 12 yrs.)

Preexperience: n=18

Postexperience: will be collected in the spring 2015

Iceland (Children in three Grade 5 classes, ages 10-11 yrs.)

Preexperience: n=33

Postexperience: n=30

Background information - Iceland

Most commonly known languages – parents:
Icelandic, English, Danish

Languages most commonly spoken in the home:
Icelandic

Most common languages spoken by children:
Icelandic, but some children also speak Polish,
English, Lithuanian, Norwegian, Danish,
Spanish or Serbian

Background information - Denmark

Most commonly known languages – parents:

Danish, English, Norwegian, German, Swedish

Languages most commonly spoken in the home:

Danish

Most common languages spoken by children:

Danish, **English (37%)**, German (8,7%) – some children also speak Estonian, Faroese, French, Latvian, Sami, Turkish

Background information - Finland

Most commonly known languages – parents:

Finnish, English, English, German, Swedish,
Italian, Spanish

Languages spoken at home:

Finnish, Swedish, French, Lingala and English

Most common languages spoken by children:

Finnish, Swedish, English, French and Spanish

Languages children learn at school

Iceland:

Icelandic (Grade 1) – 100%

English (Grade 4) – 100%

Danish (Grade 7) – 0%

Denmark:

Danish and English (Grade 1) – 100%

French (Grade 5) – 48%

German (Grade 5) – 57%

Languages children learn at school

Finland:

Finnish (Grade 1) – 73%

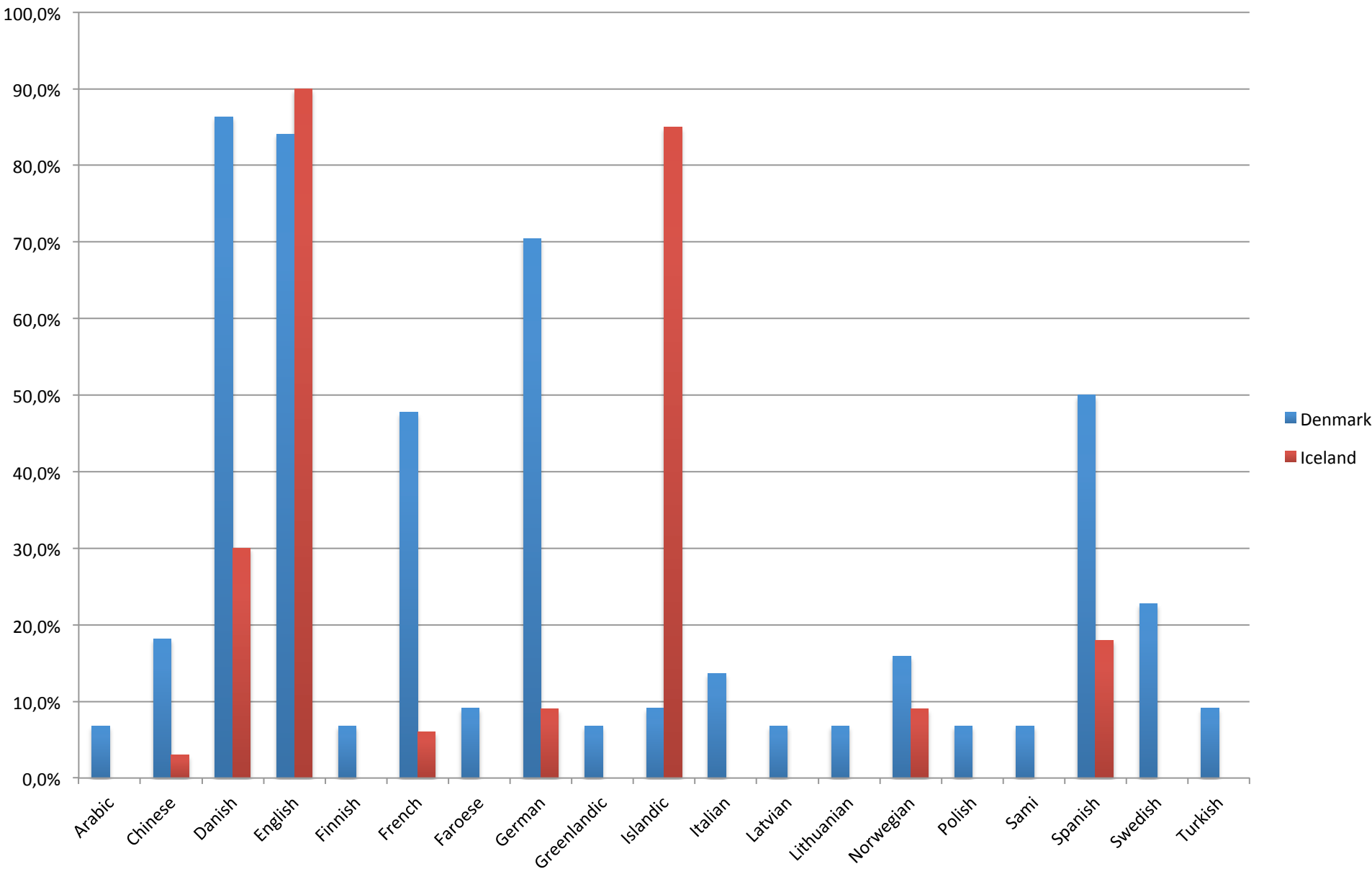
French (Grade 1) – 100%

English (Grade 3/4) – 100%

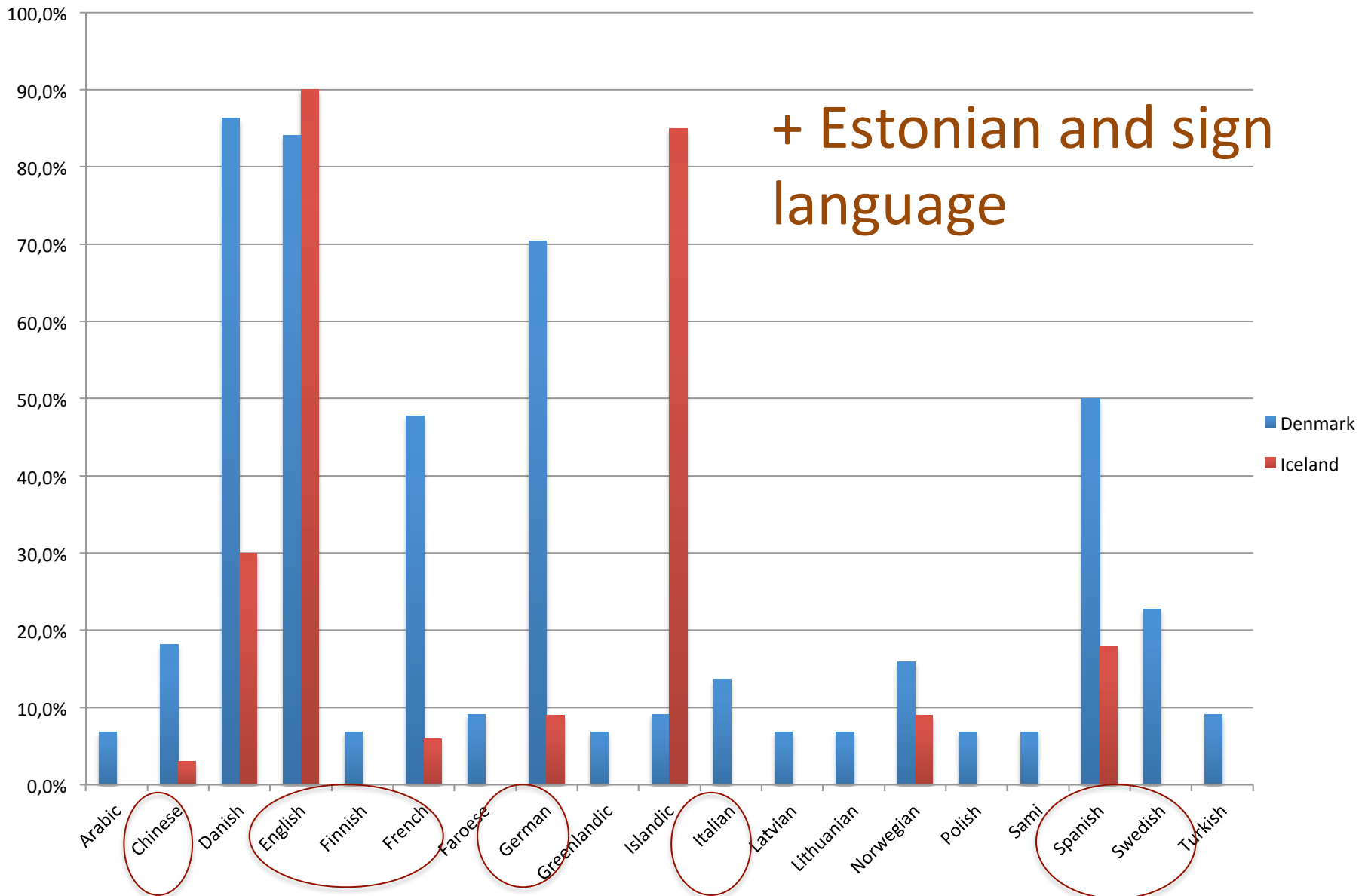
Spanish (Grade 3/4) – 6%

Swedish (Grade 3/4) – 11%

Language teaching preferences



Language teaching preferences: Finland



Parents' views – pre-experience

Parents in Denmark, Iceland and Finland overwhelmingly agree that:

- it is important for children to be introduced to different languages at school (I: 100%, DK: 95%, FIN: 94%)
- it is important to know a variety of languages (I: 100%, DK: 95%, FIN: 94%)
- knowing other languages helps you to learn new ones (I: 97%, DK: 98%, FIN: 100%)

Children's interests

Children are interested in learning about new languages and cultures

Children have asked questions about:

languages and cultures in other countries – I: 73%, D: 89%, FIN: 78%

language and languages in general – I: 70%, D: 68%, FIN: 90%

the language(s) used at home – **I: 53%**, D: 82%, FIN: 73%

the origins of the family (country, region, city) – I: 60%, DK: 84%, FIN: 73%

the language(s) used in the family (with relatives) – **I: 34%**, DK: 71%, FIN: 45%

Parents' views – post-experience

Children have asked questions about:

languages and cultures in other countries – I: 83%, DK: 51%

language and languages in general – I: 80%, DK: 42%

the language(s) used at home – I: **63%**, DK: 65%

the origins of the family (country, region, city) – I: 13%, DK: 67%

the language(s) used in the family (with relatives) – I: **70%**, DK: 65%

Parents' views – post-experience

Parents overwhelmingly agree that doing language awareness activities at school are important because they contribute to children's:

- knowledge about languages and cultures (I: 100%, DK: 88%)
- positive attitudes towards languages and cultures (I: 100%, DK: 88%)
- abilities to talk about languages, to analyse languages, to compare languages (I: 100%, DK: 86%)

Teachers' beliefs – Iceland

D1. Language awareness activities can make a positive contribution to changing students attitudes towards oth...

D2. Language awareness activities can help integrate students from minority ethnic backgrounds into the whole class.

D3. Language awareness activities can demonstrate that all languages are of equal importance.

D4. Language awareness activities can promote positive attitudes towards speakers of other languages.

D5. Language awareness activities can stimulate curiosity and interest in language learning.

D6. Language awareness activities can help students to understand how language works.

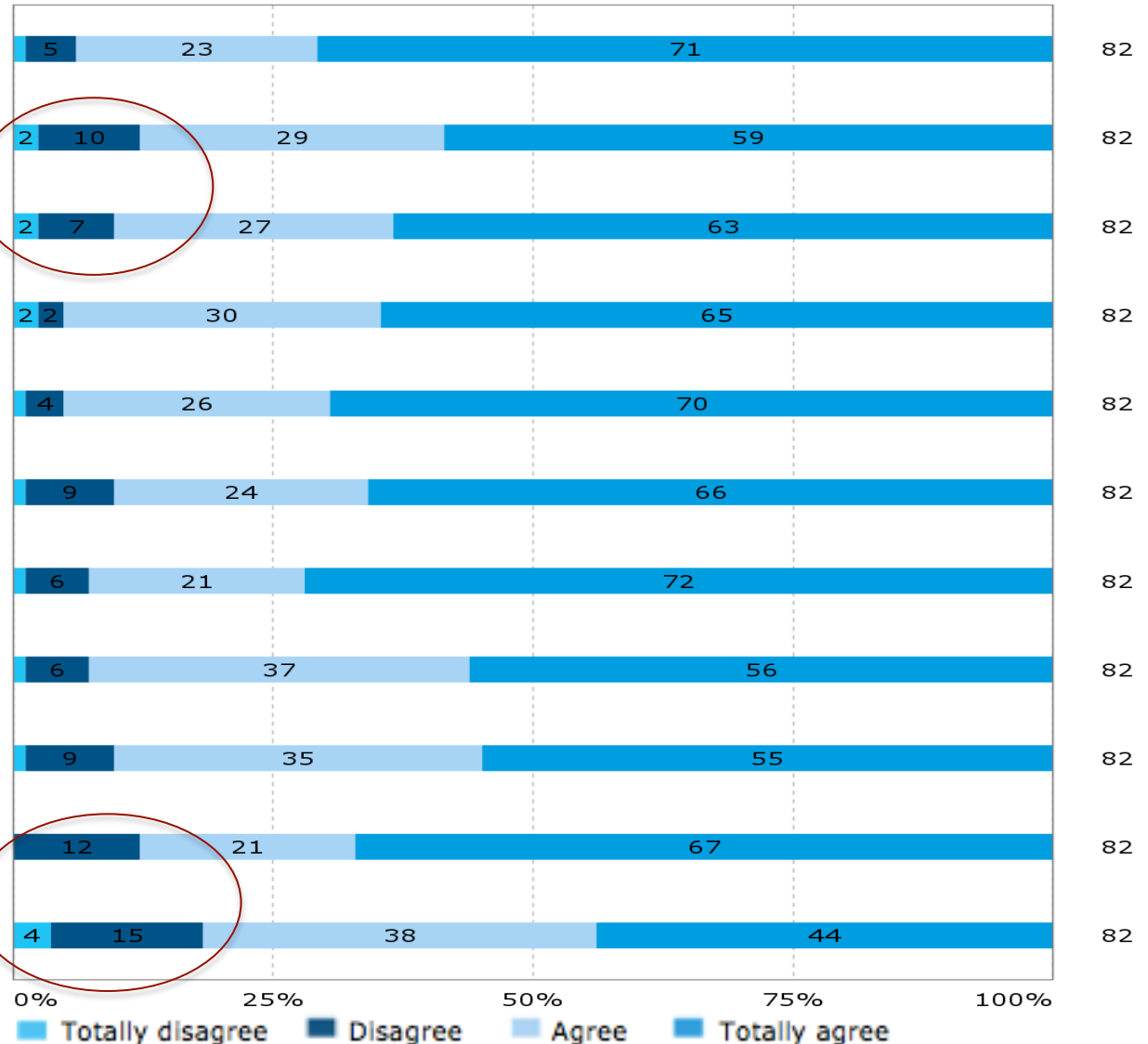
D7. Language awareness activities can help students in learning other languages.

D8. Language awareness activities can help students to improve their skills in the main language of the school.

D9. Language awareness activities can help students to improve their skills in their first language/mother tongue (...)

D10. Language awareness activities should be a part of language teaching.

D11. Language awareness activities should be integrated into other areas of the curriculum.



Teachers' beliefs – Denmark

D1. Language awareness activities can make a positive contribution to changing students attitudes towards oth...

D2. Language awareness activities can help integrate students from minority ethnic backgrounds into the whole class.

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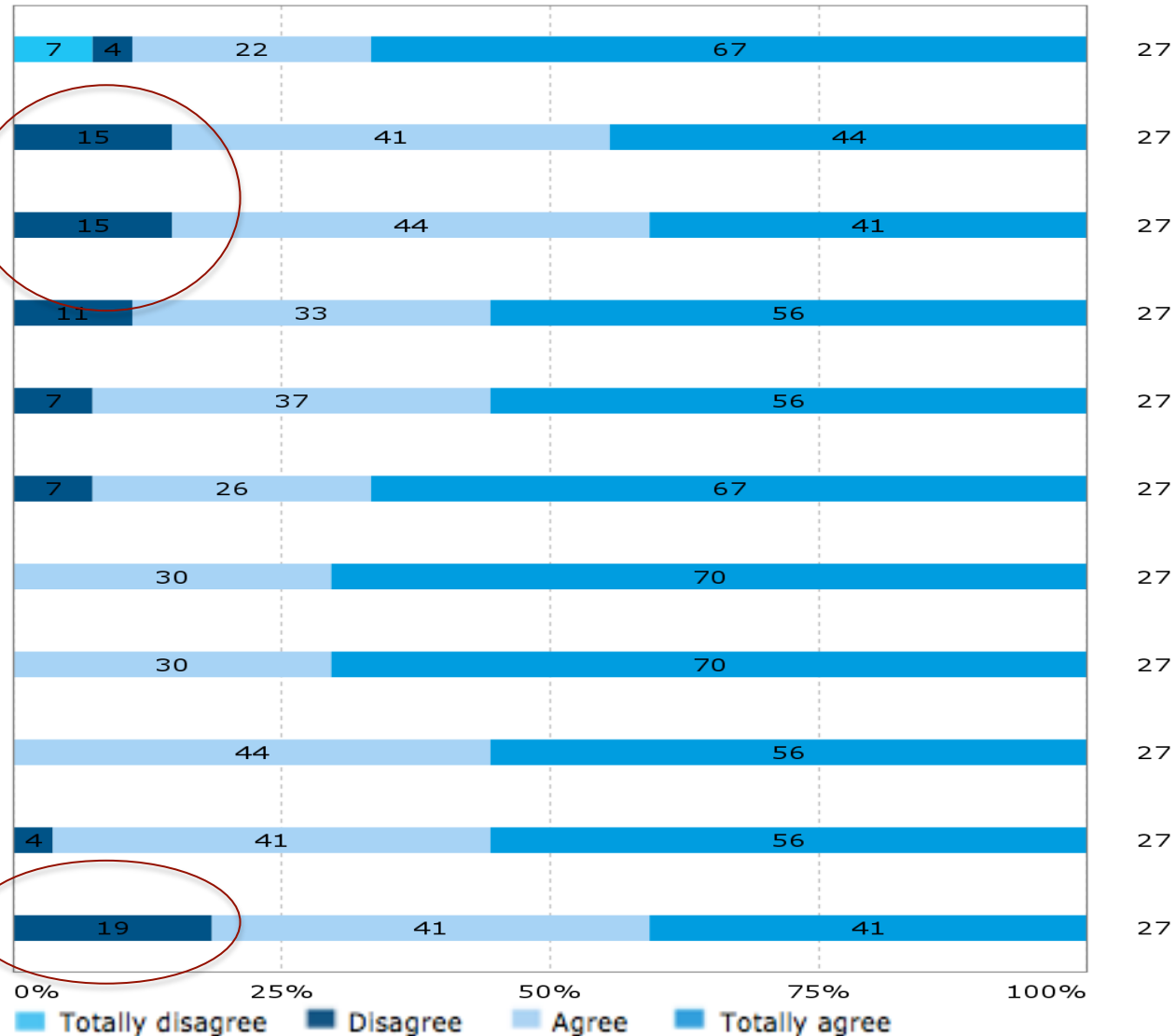
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D11. Language awareness activities should be integrated into other areas of the curriculum.



Conclusion

- Parents and teachers have a very positive attitude towards plurilingual LA activities in schools
- Plurilingual teaching activities contribute to students' reflection on languages and cultures
- The recognition of minority languages and the integration of plurilingual teaching activities in other areas of the curriculum are areas that need emphasis
- Strong need for qualitative data

Conclusions – Finland

- Parents think that languages are important in today's society, and that it is important that languages are introduced and taught at school
- **Pohdittavaksi/ for future considerations:**
 - Role of minority languages in Finnish society – what are they, are they important?
 - Does the school matter? Are the children getting equal opportunities considering language teaching/ opportunities to get familiar with languages?

Further questions or comments?

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[http://www.ruc.dk/institutter/cuid/forskning/
forskningsprojekter/dela-noba/](http://www.ruc.dk/institutter/cuid/forskning/forskningsprojekter/dela-noba/)

Language awareness at different levels

From an epilinguistic knowledge towards a metalinguistic knowledge:

- The metalinguistic level
- The metatextual level
- The metadiscursive level
- The metapragmatic level