

Welcome!

13.35 – 14.00: Mellomarbeid

14.00 – 14.35: The multilingual classroom

14.35 – 14.45: Break

14.45 – 15.20: The intercultural classroom

15.20 – 15.30: Evaluation and goodbye!

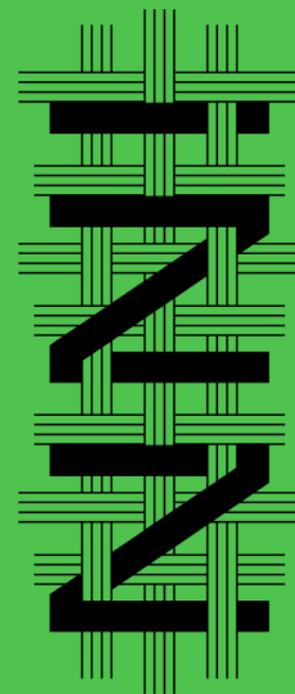


Mellomarbeid





The multilingual classroom



Inland Norway
University of
Applied Sciences

A mouse was walking around the house with her baby.

Tot d'un còp, auson un cat.

Șoricelul este foarte speriat.

Il giat s'avischina.

Mama govori mișicu :

«iNo tengas miedo y escucha !»

É douvan pitit a'y sézi y meté'y ka japé

« waf, waf, waf »

Il gatto riparte subito di corsa, impaurito.

Da sagt die Mama zu ihrem Mausekind:

Vês como é útil ser-se bilingue!

Un ratòn se pasea por la casa con su ratoncillo.

Plötzlech ghöre si ä Chatz.

The baby mouse was very frightened.

Die Katze kommt näher.

Manman-sourit la di ti sourit la

« Non avere paura e ascolta ! »

Ed a la surpraisa da sia pitschna cumenza elle a bublar :

« vu vu, vu vu... »

O gato põe-se a fugir cheio de medo.

Atunci, mama zice șoricelului ei :

« Veses qu'aquò sièrv de saupre una outra lenga ! »

Source: Matériaux EOLE (CIIP, Suisse). Adaptation par Anna Schröder-Sura et Michel Candelier.

The story of a mouse

A mouse was walking around the house with her baby. All of a sudden, they heard a cat. The baby mouse was very frightened. The cat was coming closer. The mother mouse said to her baby: "Don't be afraid. Listen!" And to the young mouse's greatest surprise, she started barking: "Woof, woof, woof !" Now, it was the cat's turn to be scared, and it ran off... The mother turned to her baby and said : "See how useful it is to be bilingual !"

What strategies did you use to figure out the story?
What parts of your linguistic repertoires did you make use of?

According to the English subject curricula of the 1970s and 80s, English language teaching (ELT) in Norway was to be based on **the native speaker norm**. This meant, for example, that students were expected to learn a standard form of British or American English pronunciation. Today, however, **the curriculum no longer mentions any standard** for teaching and learning English.

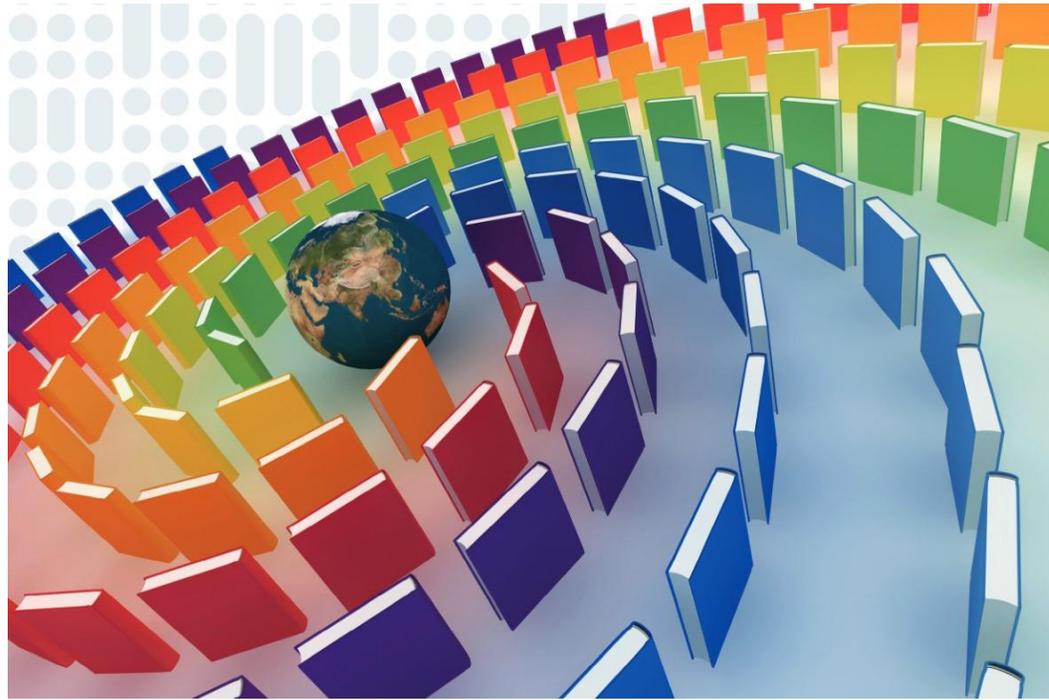
(Bøhn & Hansen, 2018, p. 286)

Most communication exchanges in English today are taking place without any native speaker being involved.

(Crystal, 2003)

There has been a tendency to view any influence from different languages to which the multilingual has access to as **unwanted interference**.

(Krulatz, Dahl & Flognfeldt, 2018, p. 64)



→ Clear shift in the English Subject Curricula

→ **Multilingualism as a resource**

«We have received several comments from universities that see great value in integrating multilingualism into competence aims. Teachers and schools report that they do not understand what this means or how to do this»

(Utdanningsdirektoratet, 2018, own translation)

Why is the concept of multilingualism a challenge for the classroom?

- Some kind of standard or model is required, particularly in terms of linguistic features such as pronunciation and grammar.
- Learners need guidelines for knowing how to develop their language competences.
- Teachers need criteria for assessing the learners and their language competences.



Issues with the native speaker norm

«The definition of native centers on when in life you learned the language, not on competence in itself» (Krulatz, Dahl & Flognfeldt, 2018, p. 69)

- It is very difficult for most foreign language learners to achieve native-speaker proficiency.
- English does not «belong» to native speakers; foreign language learners have the right to use English in their own way.

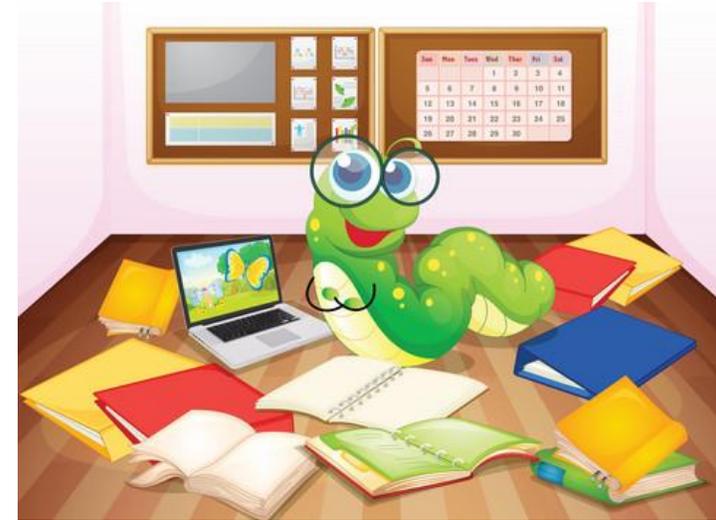


Implications for the classroom

- Focus on **fluency** and **intelligibility** in oral communication
- Stick to one or two native speaker **standards as models** for written English

«This does not mean that students have to follow these standards in all respects when they speak English, but that they use them as guidelines»

(Bøhn & Hansen, 2018, p. 297)



Implications of a Translingual Re-Orientation



- Integrate language teaching → communication surpass language boundaries.
- Emphasis on *voice* and the *strategies* used to understand texts
- Wider networks and broader range of materials
 - Differentiation (process-oriented rather than product or content focused), use of peer and self assessment

Implications of a Translingual Re-Orientatio



- A cross-curricular approach
- «Rather than wait for students to master Norwegian, teachers can activate the resources the students already have»

Implications of a Translingual Re-Orientation



- Democracy, citizenship and difference
- Acknowledge and prepare students to engage in translingual contact zones
- Using different media to be a part of society
 - Civic engagement under Corona and Stovner Borough as an example/bottom-up democracy

Ways to incorporate multilingualism in the classroom

- Greetings from around the world
- Language Tree
- Language biography
 - The first language(s) I learned, my first words and sentences, funny mispronunciations, favourite words then and now, why I learn English, English words I use the most, languages I would like to learn in the future and why
- Identity texts





Ways to incorporate multilingualism in the classroom

- Language experts
- Etymology
- Idioms
- Attitudes and stereotypes
- Making sense of texts
- Meme task
- Translation task

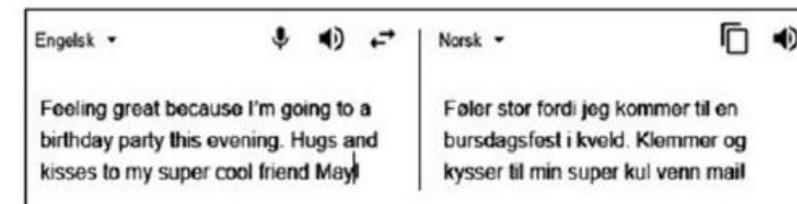
English word	What does the word mean?	Is this word the same in your native language? If not, write this word in your own language.	Where does the word come from?
Yoghurt			
Spaghetti			
Cotton	Translation task		



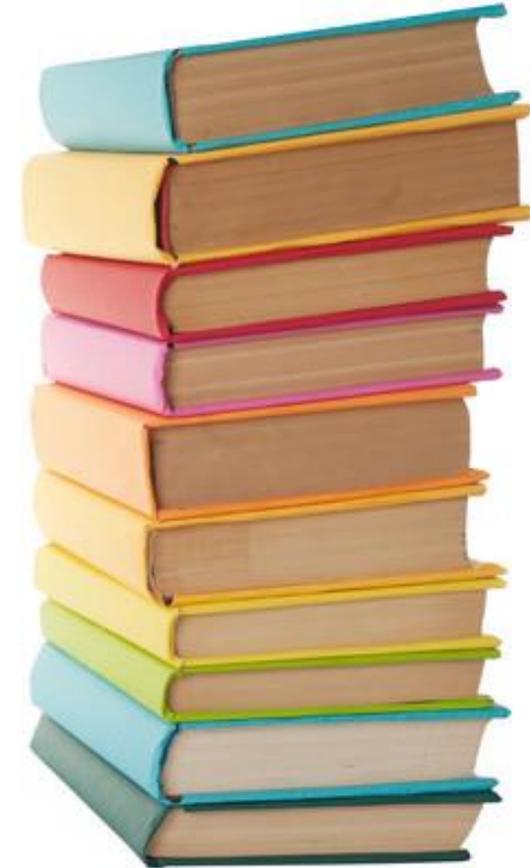
In pairs: Make a list of slang words you use with your friends. Explain what the word(s) mean, and make memes for at least two of them.



Below is an example of a Facebook status translated using Google translate. Enter the text in English into Google translate, and translate into your native language. Then copy paste the result and translate back to English. What types of errors has Google translate made, and what kind of information is necessary for correcting this type of error?



Teachers need to help learners understand that different varieties of Englishes [...] are **not merely tools of communication but a means of expressing the cultural identities** of their speakers. Teachers should **use appropriate and relevant texts** in their classrooms which originate from beyond Britain, America and Australia, reflecting the wider world, the diversity of Englishes and the cultures and identities these Englishes express. (Murty & Sinar, 2021, p. 92)



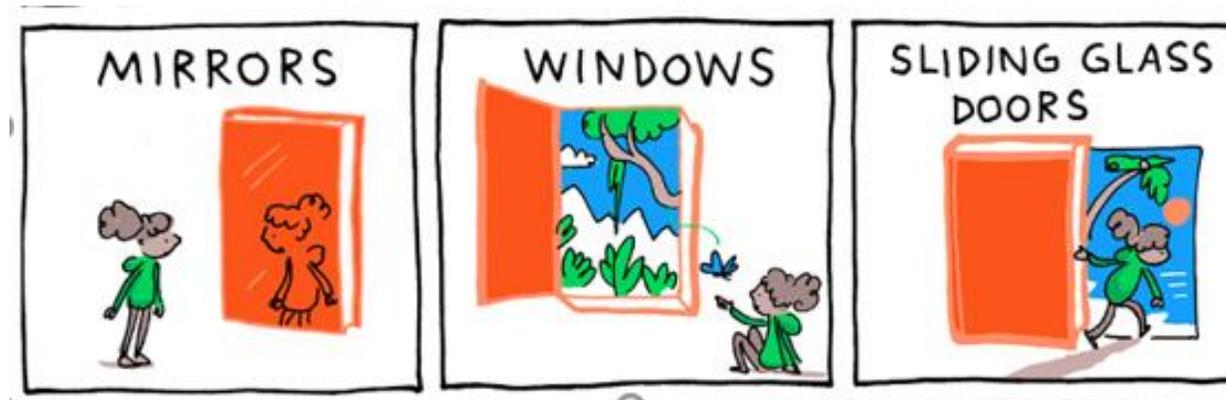
Working with texts in English

Language learning takes place in the encounter with texts in English. The concept of text is used in a broad sense: texts can be spoken and written, printed and digital, graphic and artistic, formal and informal, fictional and factual, contemporary and historical. The texts can contain writing, pictures, audio, drawings, graphs, numbers and other forms of expression that are combined to enhance and present a message. Working with texts in English helps to develop the pupils' knowledge and experience of linguistic and cultural diversity, as well as their insight into ways of living, ways of thinking and traditions of indigenous peoples. By reflecting on, interpreting and critically assessing different types of texts in English, the pupils shall acquire language and knowledge of culture and society. Thus the pupils will develop intercultural competence enabling them to deal with different ways of living, ways of thinking and communication patterns. They shall build the foundation for seeing their own identity and others' identities in a multilingual and multicultural context.

Implied in this core aim is that diverse texts [...] provide learners with opportunities to see both themselves (mirrors) and others (windows).

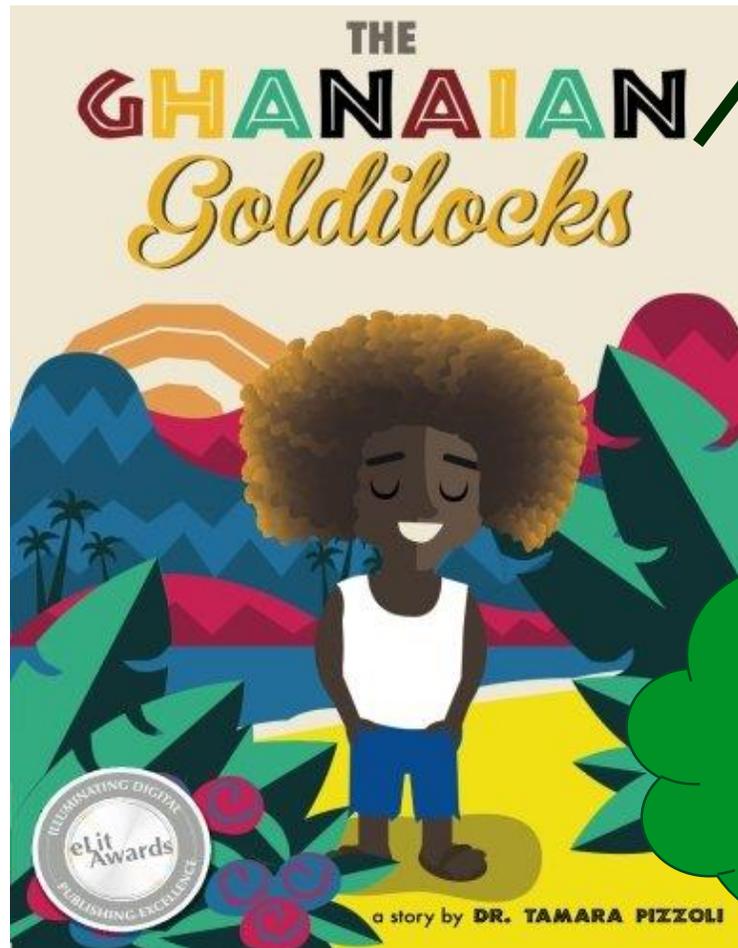
(Murty & Sinar, 2021, p. 92)

(Bishop, 1990)



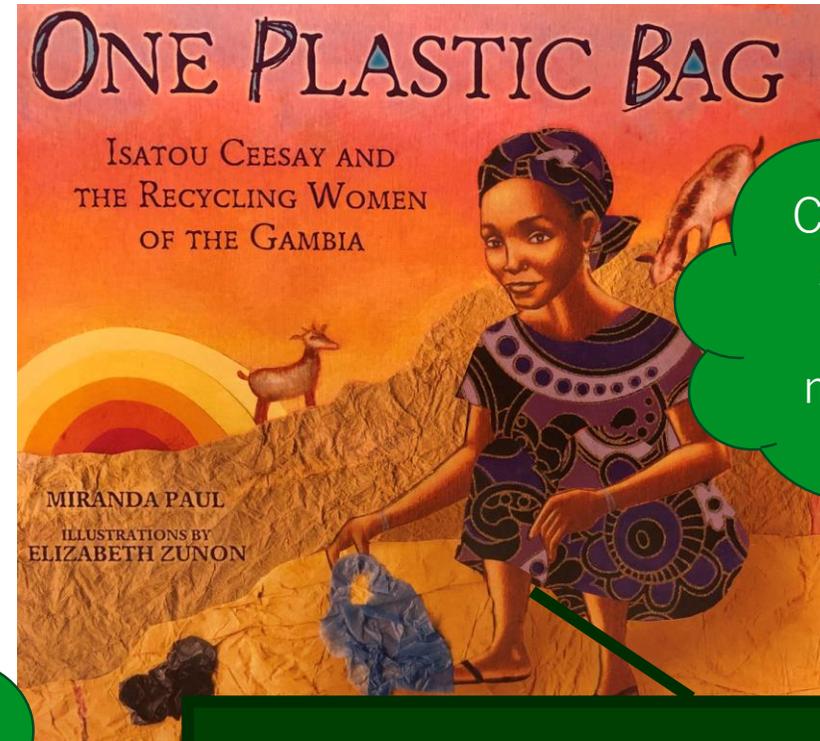
Example texts from the outer circle

(taken from Murty & Sinar, 2021)



A modern twist on the classic European folk tale. Goldilocks is the nickname of a West African boy called Kofi.

Comparing fairy tales and folk tales, geography and history

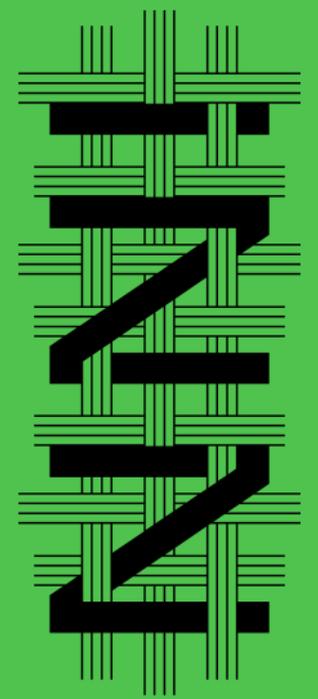


Code-switching, sustainability, explicit multilingualism

Multi-award-winning inspiring and true story of how one African woman began a movement to recycle the plastic bags that were polluting her community.



The intercultural classroom



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- What is culture?
- How is culture relevant in English?

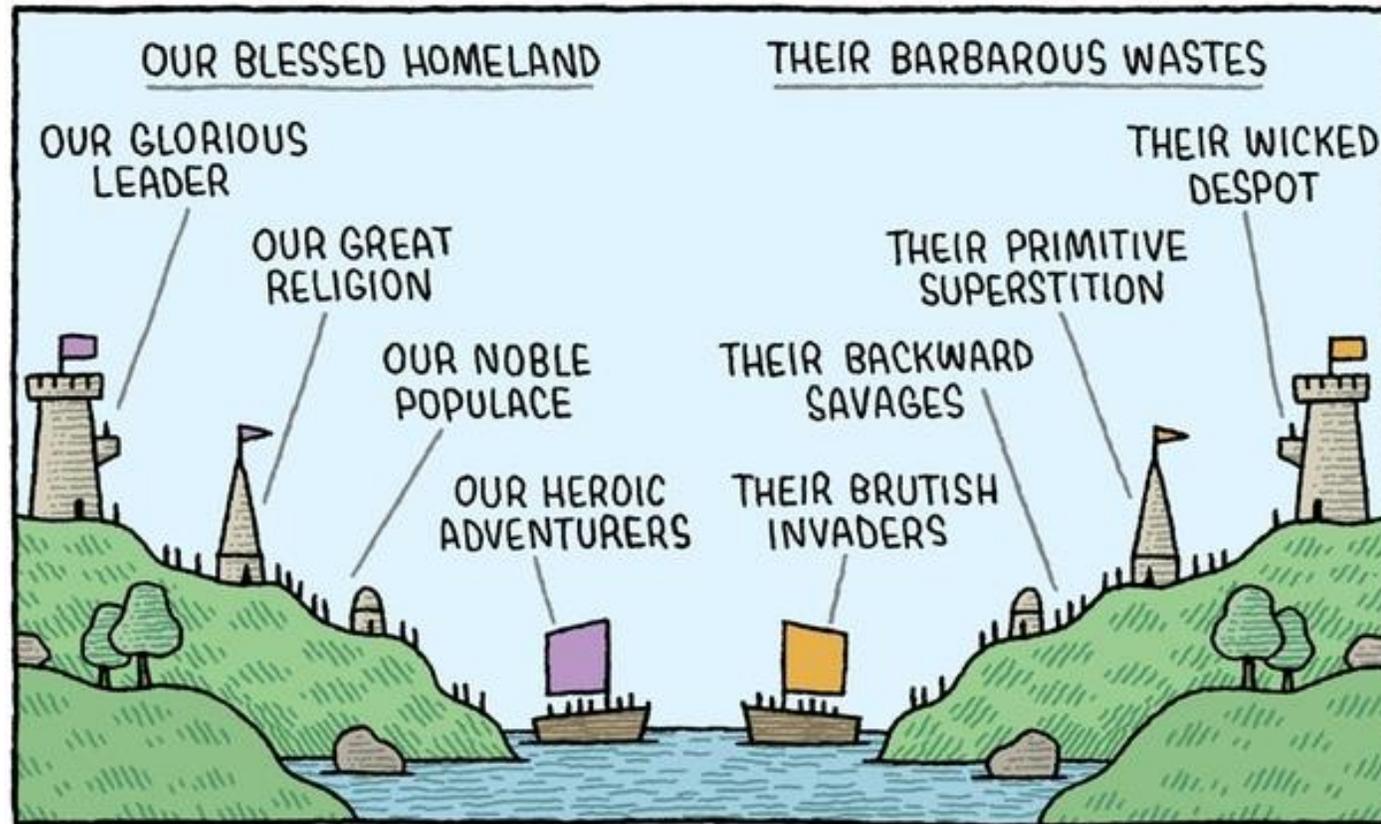
Culture may be seen as **'lived experiences'**, shared by **a community of people who relate to one another through common interests and influences**, **identity** is concerned with how people see themselves or are seen, in relation to others.

(Storry & Childs, 2007, p. 5)



Culture influences how people make **judgments** about what is right and wrong, assess what is important and unimportant, categorise things, and deal with new things.

It is about exploring what is **accepted** and **familiar**.



We must learn to live together as brothers, or perish together as fools.

(Martin Luther King Jr.)

In order to be able to **communicate successfully at home and abroad**, more than just language skills are needed. It is necessary to know how to deal with possible challenges when it comes to the **ways in which people speak, write, think and behave**.

(Dypedahl & Lund, 2020, p. 10)

*Intercultural interaction is an **everyday occurrence**, and it can apply to **diversity in general**, whether it is a difference of political views, family backgrounds or life situations. In this way, intercultural competence can be linked directly to democratic citizenship both locally and globally.*

(Dypedahl & Lund, 2020, p. 19)

Relevance and central values

 Partially implemented |  Language |  Download |  Share

 [Core curriculum](#)

Table of contents 

Planleggingsverktøy 

English is an important subject when it comes to cultural understanding, communication, all-round education and identity development. The subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background. English shall help the pupils to develop an intercultural understanding of different ways of living, ways of thinking and communication patterns. It shall prepare the pupils for an education and societal and working life that requires English-language competence in reading, writing and oral communication.

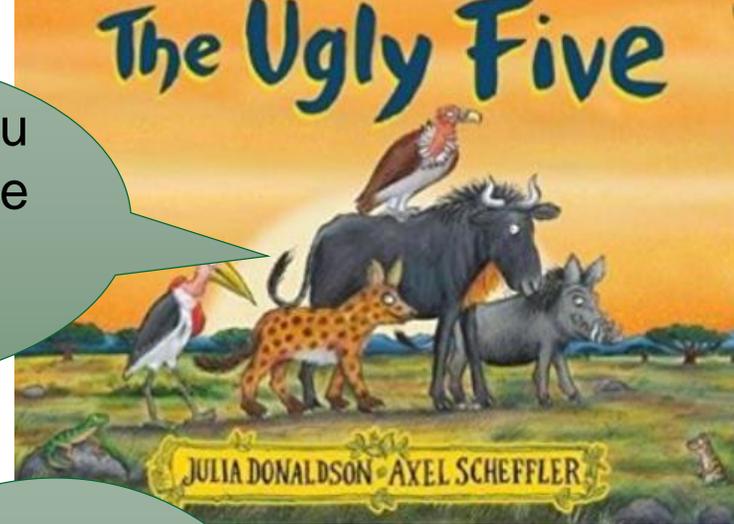
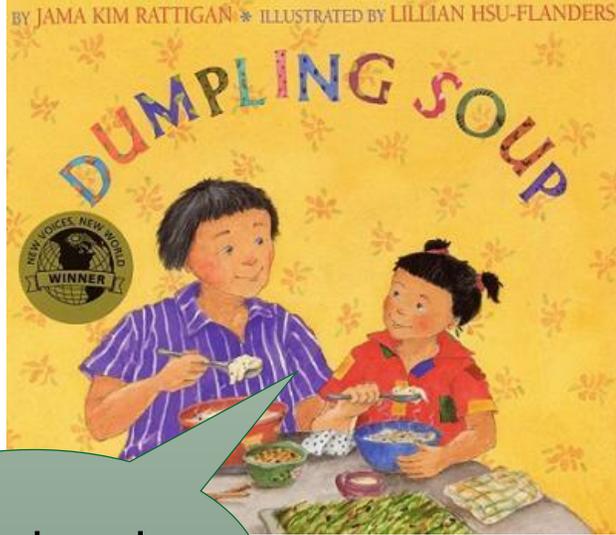
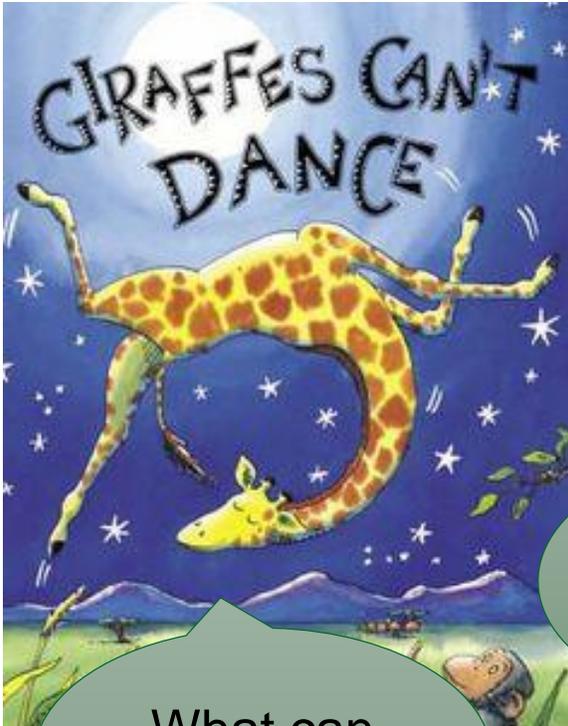
Including cultural issues in a foreign language curriculum is not a new thing. Traditionally, however, focus has been on providing learners with some knowledge about the history, institutions, and the arts of the a specific country or specific countries. [...] In the 1960s and 70s, more emphasis was given to the development of learners' practical language skills, and [...] it became common to provide learners with insights into the everyday practices and the dos and don'ts of one or more nations where the language was spoken.

(Dypedahl & Lund, 2020, p. 12)

Using picturebooks for intercultural learning

Wordless picture books

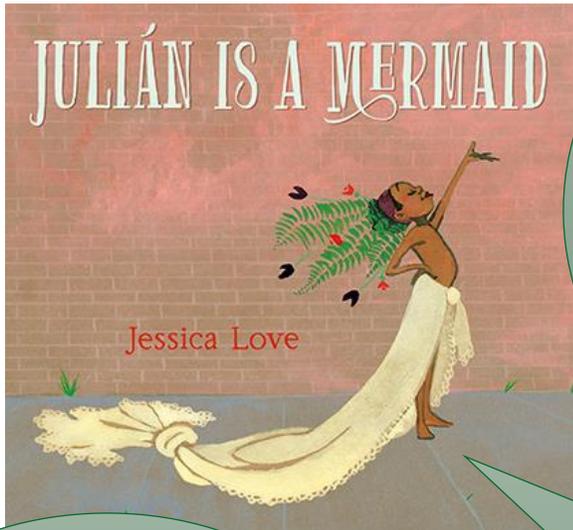




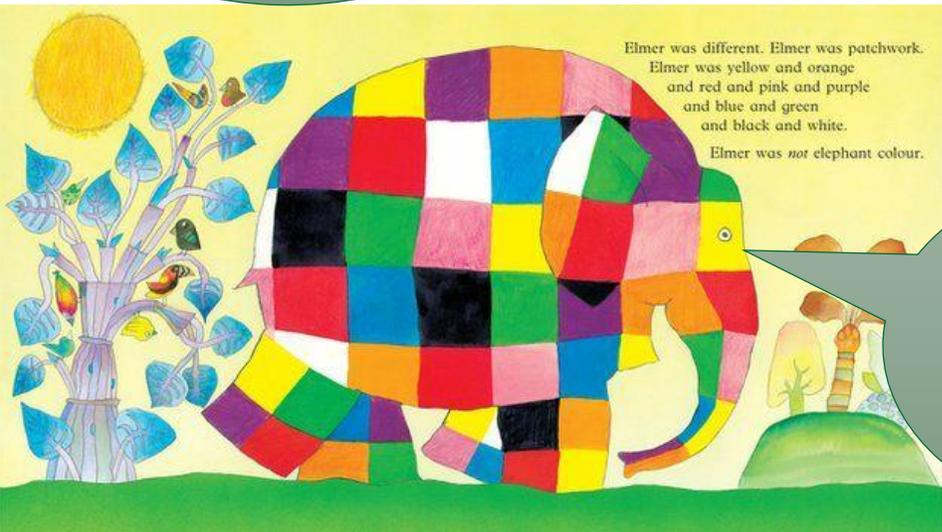
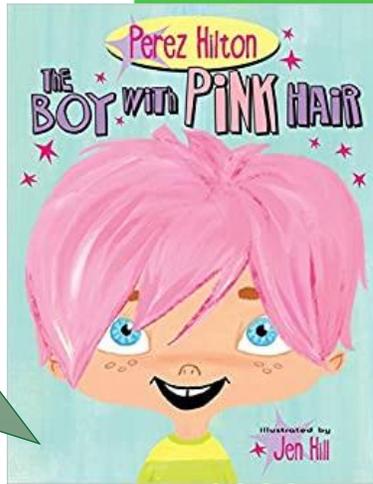
What can you do?

Food and culture?

How would you feel if someone called you ugly?



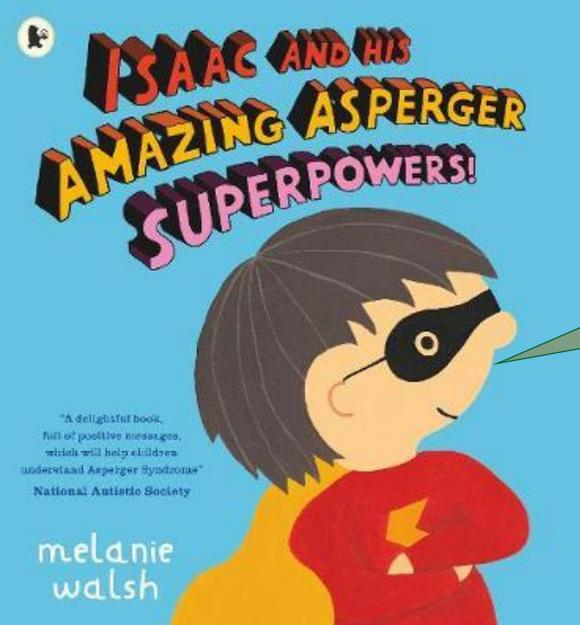
What does it mean to be a boy or a girl?



How would you colour yourself?

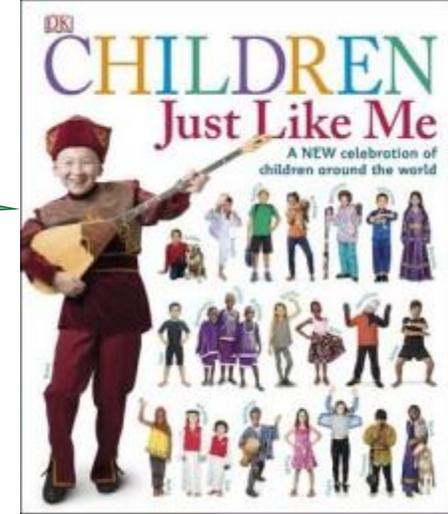
Who are you?



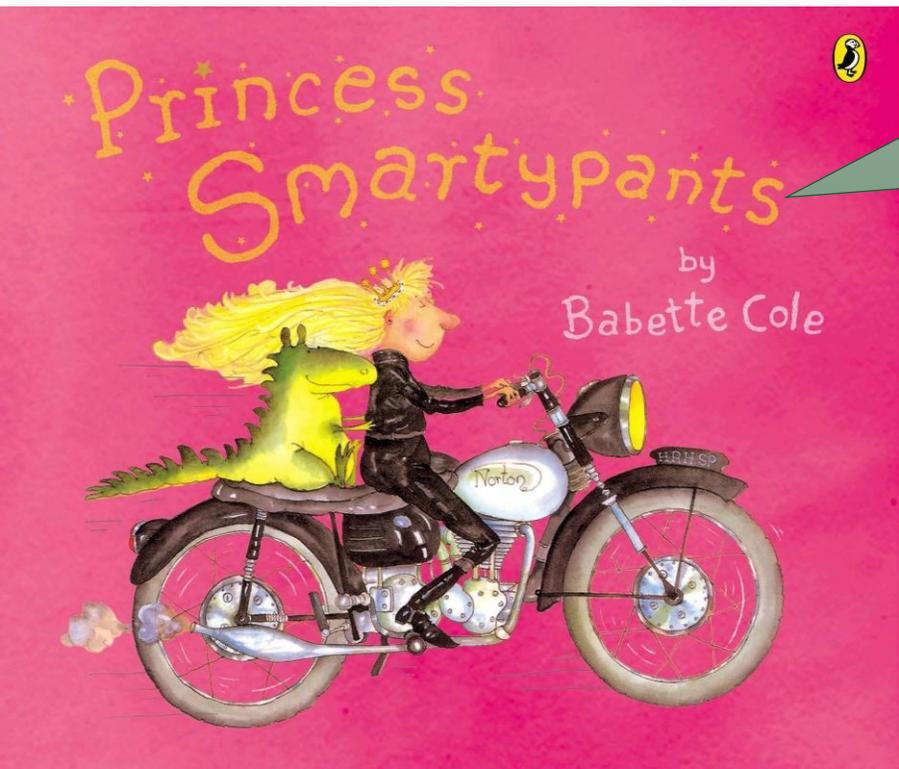


What's your superpower?

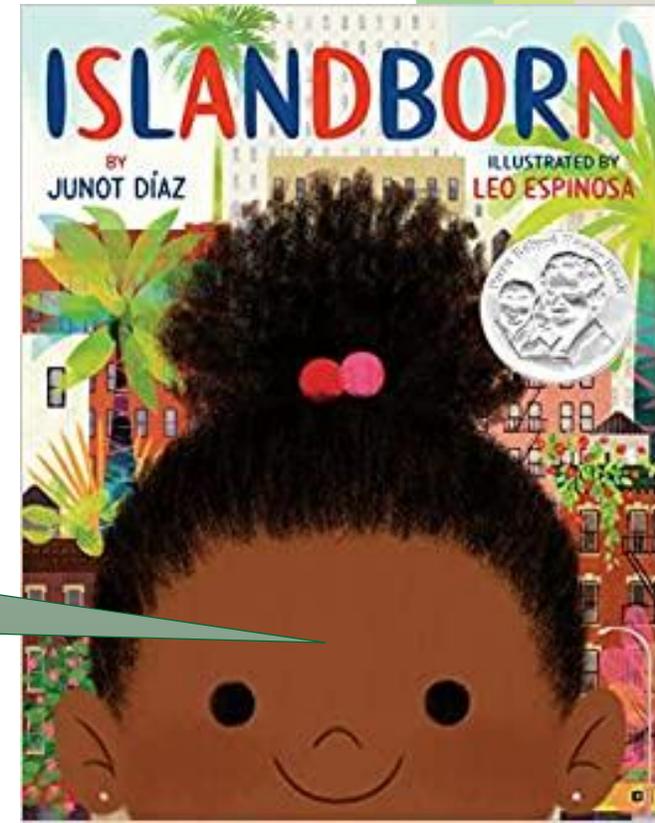
«just like me»



Can boys and girls do the same things? Can they wear the same clothes?



Does it matter where you are born?



How do you wish to enhance your pupils' intercultural competence?
And what is your experience of using picture books in the classroom?

Thank you!

<https://forms.gle/DRB9B3TSgsjcMNXU9>

goodbye!



Sources

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