**Activities:**

**From linguistic diversity to plurilingual and inclusive education**

**- Speaking about languages and linguistic rights in migration societies**

Material: ECML project *Maledive*

* Linguistic rights: YouTube video Language learning and human rights

<https://www.youtube.com/watch?v=oV7vWeicKiU>

* Dealing with discrimination:

<http://maledive.ecml.at/Studymaterials/Society/Valuingalllanguages/tabid/3678/language/en-GB/Default.aspx>

* Reflecting on myths about *plurilingualism*: <http://maledive.ecml.at/Studymaterials/Society/Dealingwithfactsmyths/tabid/3650/language/en-GB/Default.aspx>

Readings to go further (see literature e.g. Sierens et al., project SIRIUS)

Task: to explore the materials; to select 3 to 5 key ideas, to reflect on the own national context and to raise questions related to multilingual education; to upload questions and comments for group discussion (blog)

Comparative approach possible in international groups of students

**- The challenge of being educated through a second language**

Material: YouTube video “*Immersion”* (5 first minutes) <https://www.youtube.com/watch?v=I6Y0HAjLKYI>

<http://maledive.ecml.at/Studymaterials/Society/Livinginamultilingualmulticulturalsociety/tabid/3647/language/en-GB/Default.aspx>

Task: to observe feelings and attitudes, to scrutinize the role of language of schooling in the context of second language acquisition; to reflect on teacher’s role and suggest strategies to better support the pupil *Moises*; to upload and share own suggestions and comments

- **Discussing key principles for multilingual education**

Material: short input with ppt (academic tutoring) with main features of and principles for *plurilingual* education

Task: to question and discuss in the group (via synchronic plenary session or blog)

**Exploring key concepts in specialized literature:**

Material: set of meaningful statements, definitions and explanations from appropriate readings (see literature: Fürstenau, Gomolla, Little, Sierens et al.…)

Task: to read the texts and answer comprehension questions; to select 3 text passages, to upload them for sharing questions and comments online

- **Discovering European successful educational models, projects and resources for multilingual education:**

Material: set of useful links (SIRIUS, *Mama lernt Deutsch*, *Rucksack*, literacy projects)

Task: to choose one project and look at it more in detail; to look for more materials supporting multilingual education, share the relevant information online and post a short description/comment (common pool of resources)

**Optional activities\* to be selected or combined according to effective number of sessions:**

\* Each one could even become the subject of one full lesson within a module

- **Experiencing multilingual activities:**

Material: educational video “French as a Second Language Teaching in France “Comparons nos langues” (Let’s compare our languages) on ECML homepage *Maledive*

<http://maledive.ecml.at/Furtherresources/Pedagogicalresources/tabid/3659/language/en-GB/Default.aspx>

Task: To watch the video, to summarize the pedagogical issue; to try out an activity related to language comparisons online

To create a multilingual activity online (a short multilingual storybook or game)

- ***Translanguaging* and *identity texts***

Addressed topic: role of heritage languages for more equity in education; inclusive approach on languages, valuing all languages and supporting second language acquisition

Material: educational video “What is translanguaging”, Ofelia García <https://www.youtube.com/watch?v=veylQoGrySg>) and/or readings (see literature: e.g. Cummins, García). See also *Translanguaging, a CUNY-NYSIEB guide for educators* (Celic et al.) and article *ELL Students Speak for Themselves: Identity Texts and Literacy Engagement in Multilingual Classrooms* (Cummins et al.) <http://www.curriculum.org/secretariat/files/ELLidentityTexts.pdf>

Task: to define “translanguaging” and “identity texts”: students work out a short summary on both concepts;

Students conduct a short interview on language use with 2 or 3 migrant bi/plurilingual children, report on it with focus on the topic “valuing all languages”;

Students experience identity texts themselves and/or with migrant children

- **Academic language support in all subjects**

Addressed topic: connection between language and learning processes, language based sheltered instruction to promote successful education for all children

Material:

Readings: see literature: e.g. Thürmann et al., Nash et al.

See also ECML project *Pluriliteracies (2012-2015)*:<http://pluriliteracies.ecml.at/Home/tabid/4231/language/en-GB/Default.aspx> and Meyer, O. et al.: A pluriliteracies approach to teaching for learning: <http://pluriliteracies.ecml.at/Portals/54/publications/pluriliteracies-Putting-a-pluriliteracies-approach-into-practice.pdf>

For more, Box Language(s) of schooling, Council of Europe: <http://www.coe.int/t/dg4/linguistic/langeduc/BoxC2-Schooling_en.asp>

Task: to explore the material with guiding questions, to shortly explain the role of academic language for successful education, to define the concept of scaffolding in sheltered education;

To observe the language used in a subject textbook or selected educational materials and to identify some features and difficulties for learners, particularly for second language learners;

To observe teacher’s speech in a class and children’s reactions/learning progress and to write recommendations for teachers related to language use and support

**Activities that could be performed during the whole course if week 7 and 8 are extended to a whole module** (i.e. at least 6 weeks in total)**:**

**- Autobiographical writing /** **Reflecting on own languages:**

Material: leading questions for biographical narrative inquiry and language biography (ECML: reflective portfolio *Pepelino* <http://www.ecml.at/ECML-Programme/Programme2012-2015/Pepelino/tabid/1833/Default.aspx> and portfolio pp 19-23) <http://www.ecml.at/Portals/1/mtp4/pepelino/pepelino-EN-web.pdf>

Maledive: Information on how to write a language biography <http://maledive.ecml.at/Studymaterials/Individual/Visualisinglanguagerepertoires/tabid/3611/language/en-GB/Default.aspx> and questions <http://maledive.ecml.at/Portals/45/1_Fragen_Biogr_EN.pdf>

Further readings (see literature: e.g. Busch)

Task: to analyze individual feelings and attitudes in concrete situation, to write a reflective journal/learning diary along the course; to select 2 or 3 main issues and upload personal comments/questions on it for discussion (blog); to create a common poster online on the topic “Teachers and language (s)” with key findings for professionalization

**- Extra-curricular project or voluntary work:**

Task: to plan, carry out, document and report (online) on own project related to civic engagement in the field of migration: working with parents, accompanying migrant children or refugees as a buddy, participating to literacy projects, giving language support to new arrived refugee/ unaccompanied minor refugees, working as a volunteer with a NGO, …