Building plurilingual competences through self-assessment and co-learning within a Web 2.0 environment: A case study

Barbara Spinelli

WHY?

LANGUAGE EDUCATION POLICY - Valuing Language diversity (MLA, ACTFL, CEFR)

MLA — Modern Language Association

"*Outcome: educated speakers who have a deep **translingual and transcultural competence** […] in contrast places value on the **ability to operate between languages** "*

ACTFL — American Council on the Teaching of Foreign Languages

" *The United States must educate students who are **linguistically and culturally equipped** to communicate **successfully in a pluralistic American society and abroad**"*

U.S. Department of Education

Arne Duncan (USA Secretary of Education) 2010 :

*The **US** is a country made up of **many cultures**--and we **often celebrate that diversity**. But just as often, we **rely on the predominance of English** […] when looking toward the world.[...] We haven't been compelled **to meet our global neighbors** on their own terms, and **learn about their histories, values and viewpoints** […]*

Common European Framework of Reference for Languages: Learning, teaching, assessment — Council of Europe

" […] **diversifying** and **intensifying language learning** in order **to promote plurilingualism** in a pan-European context' and drew attention to the value of further developing educational links and exchanges and of **exploiting the full potential** of new communication and information **technologies**"

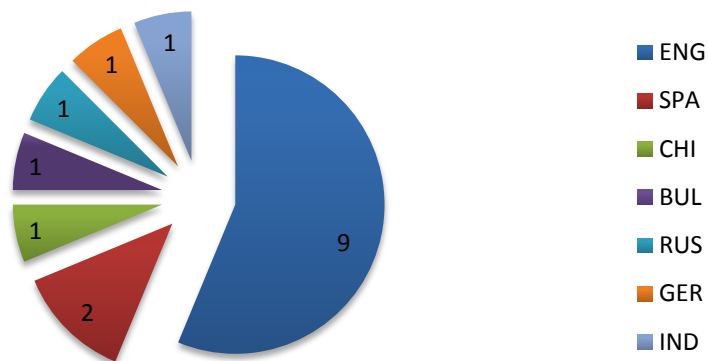# PLURILINGUAL APPROACHES (Global context)

WHY?

LANGUAGE EDUCATION POLICY - Valuing Language diversity (MLA, ACTFL, CEFR)

COURSE OFFERING -Focus on linguistic repertoire and trajectories of learners (Italian for Romance languages speakers)
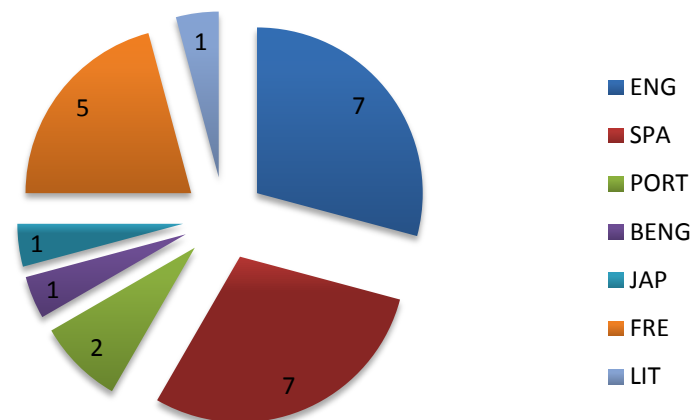
CLASSES- Increasingly multilingual dimension of classes (Italian Intensive Elementary)

Italian Intensive Elementary 2013

Students' L1
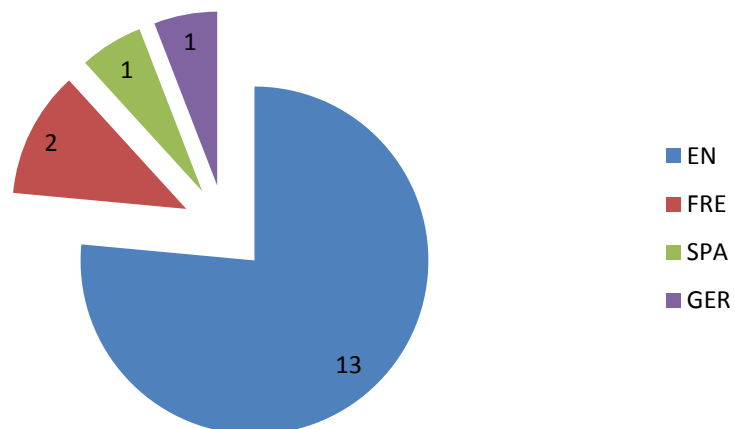

ENG 9
SPA 2
CHI 1
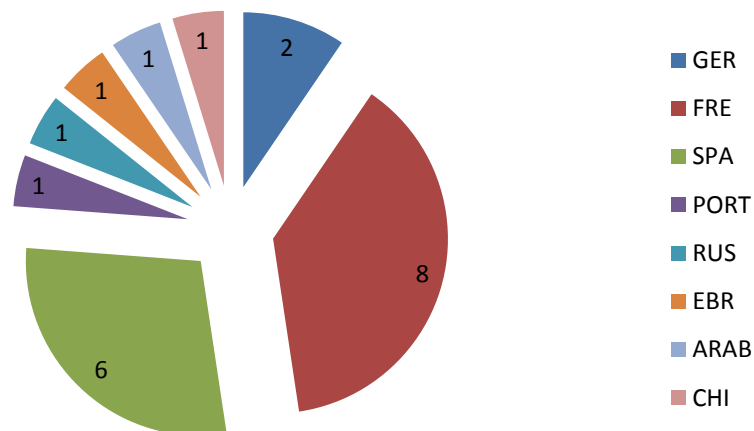BUL 1
RUS 1
GER 1
IND 1

Students' L2/L3/Ln

ENG 7
SPA 7
PORT 2
BENG 1
JAP 1
FRE 5
LIT 1

Italian Intensive Elementary 2014

Students' L1

EN 13
FRE 2
SPA 1
GER 1

Students' L2, L3, Ln
(excluding Latin and Ancient Greek)

GER 2
FRE 8
SPA 6
PORT 1
RUS 1
EBR 1
ARAB 1
CHI 1

WHY?

LANGUAGE POLICY - Valuing Language diversity (MLA, ACTFL Guidelines, CEFR)

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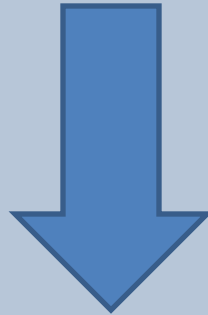
WHERE?

LOCAL MULTILINGUAL REALITY

The New York Times

By SAM ROBERTS   APRIL 29, 2010

"*New York is home to as many as **800 languages** — far more than the **176 spoken by students** in the city's public schools*"

Columbia University

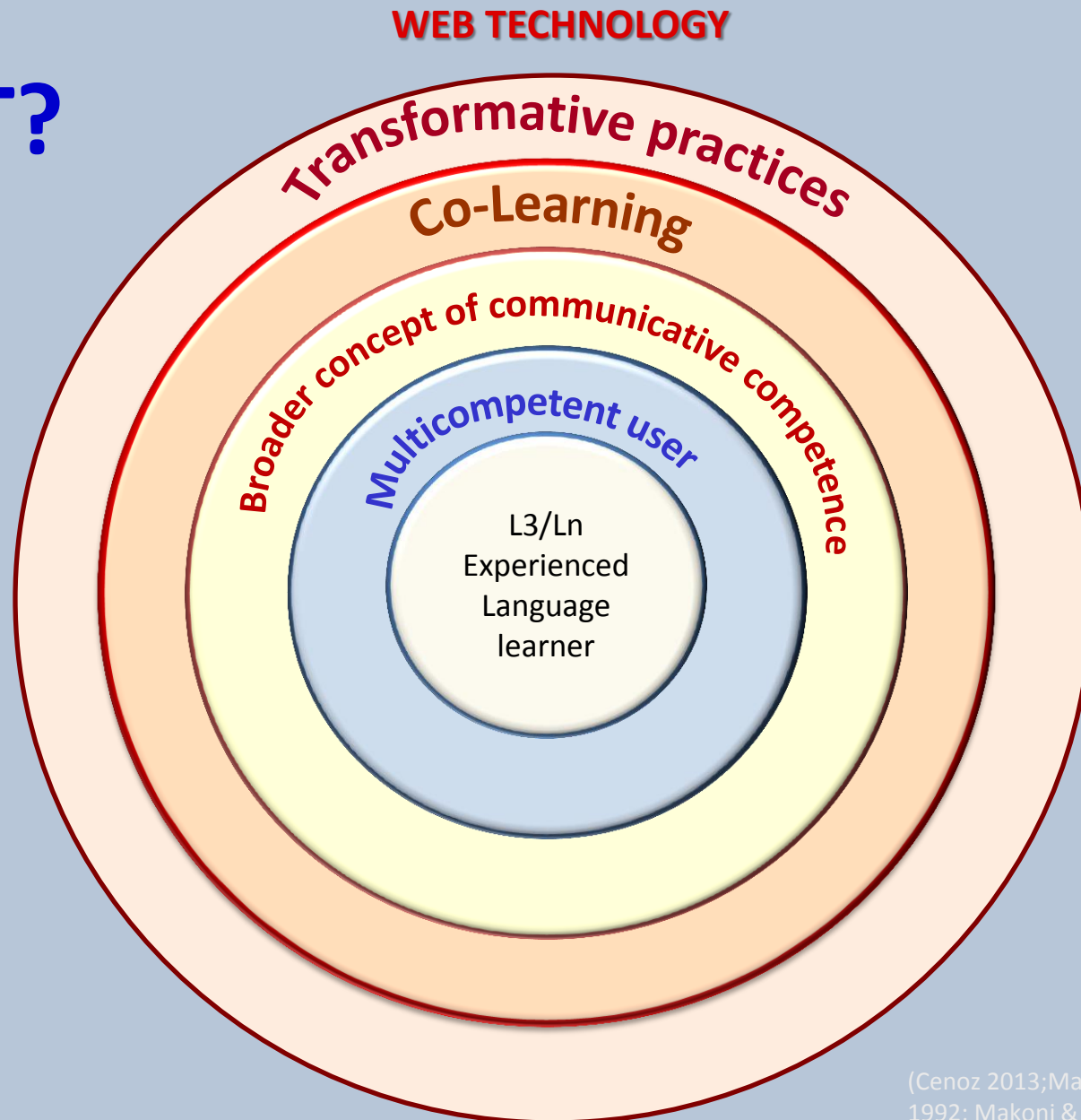International Student and Scholar Population
Fall 2013

International students from 1**45 countries** contribute a record **26% of total** University enrollment

Italian Intensive Elementary
Columbia University

The nature of the audience	College/ University students High motivation Romance Language required
Student's language Profile	Target language Language Families
Length of the course	14 weeks, 1 hour and 50 minutes 3 times a week

PLURILINGUAL APPROACHES (Key concepts)

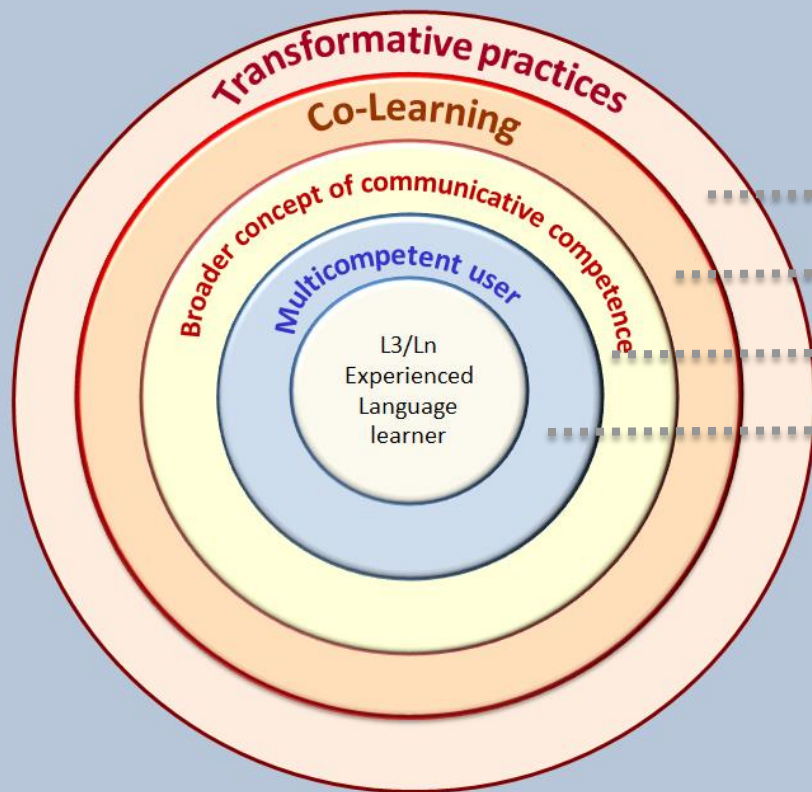**WEB TECHNOLOGY**

WHAT?

Transformative practices

Co-Learning

Broader concept of communicative competence

Multicompetent user

L3/Ln
Experienced
Language
learner

(Cenoz 2013;May 2014; Kramsch 2009; Cook 1992; Makoni & Pennycook 2012; Wei 2014)

WHAT?

Classroom implications

Reflective Learning (self- assessment/self-regulation)

Learning collective acts (co-construction of meaning)

Using multimodal channels (visual/aural/digital/etc.)

Valuing linguistic repertoires (individual/class)

Transformative practices
Co-Learning
Broader concept of communicative competence
Multicompetent user
L3/Ln Experienced Language learner

HOW?

ONLINE PROJECT (Wiki):
PLURILINGUAL BOARD

ANNUNCI PUBBLICITARI ANNONCES PUBLICITAIRES
ADVERTISEMENTS ANÚNCIOS PUBLCITÁRIOS

1. Leggi gli annunci nella versione portoghese/inglese/francese e trova le parole corrispondenti a quelle italiane.

Read the ads in the Portuguese/English/French version and find the words which correspond to the following Italian words.

http://www.ado.pt/campanhas.html

http://www.ado.pt/fr/campanhas.html

http://www.startupdesign.pt/clientes/ADO/newsletter/1/FRA/ADO-newsletter-1-FRA.htm

Italiano	Français	English	Portogüese
computer		computer	
innovazione			
borsa			
colori			
scompartimento			
in		in	
Paesi		Countries	
materiale			
misure		Size	
tasche		pockets	
viaggio		travel	

2. Guarda la parola italiana **INNOVAZIONE**. Quali parole in inglese, francese e portoghese corrispondono a questa parola Italiana?

Look at the Italian word **INNOVAZIONE**. Which words in English, French, Portuguese, correspond to this Italian word?

3. Guarda la parola in spagnolo. Look at the word in Spanish.

INNOVA**CÍON**

4. Come finiscono queste parole? Scrivi la parte finale della parole in italiano, francese, inglese, portoghese.

How do these words end? Write the endings of the words in Italian, French, English, Spanish, Portuguese.

IT	EN	FR	PO	SP
ZIONE	_____	_____	_____	**CÍON**

Ora prova a scrivere le seguenti parole in tutte queste lingue:

IT	EN	FR	PO	SP
Rivolu_____	Revolution	Révolu_____	Revolu_____	Revolu_____
Comunica_____	Communication	Communication	Cominica_____	Comunica_____
A_____	Action	Action	A_____	Ac_____
Autorizza_____	Authorization	Autorisation	Autoriza_____	Autoriza_____
Indica_____	Indication	Indication	Indica_____	_____
Pubblicazione	Publication	_____	_____	_____

5. Ora guarda le seguenti parole che hanno una simile regolarità e completa le altre:

IT	FR	PO	SP
Libertà	Liberté	Libertade	Libertad
Fraternit.....	Fraternité	Fraternid.....	Fraternid.....
	Qualit.....	Qualid.....	Cualid.....
Austerit.....		...	
	Cité		Ciud....
Attività	Activit.....		Activid....
Ansiet......	Anxiet.....	Ansied.....	
Università		Universid....	

Cosa corrisponde in **ENGLISH** a:

Università   Université   Universidad   Universidade   **Universit.....**

FAMILIARIZATION (Pluringualism**)**

PLURILINGUAL ACTIVITIES: Inter-linguistic comparison, comparative analysis, orthographic correspondences, inter-comprehension (FREPA)

INTEGRATED CONTENT: online activities interlinked with classroom activities

PLURILINGUAL APPROACHES (Traditional curriculum integration)

HOW?

SETTIMANA 4
Capitolo 5 (seconda metà) e Capitolo 6(vocabolario)

Dominio: pubblico
Tema: Cibo e bevande
      Relazione tra cibo e cultura in Italia

Funzioni linguistiche: parlare del passato,
ordinare al ristorante
Vocabolario: il cibo, al ristorante
Riflessione linguistica: passato prossimo con
essere e *avere*, preposizioni

INTER-COMPREHENSION

Description
Students are asked to

- read a text in a Romance language they did not know and catch the gist
- read a long text in Italian about "Slow Food"
- share their insights on reading strategies they used for both readings in Wiki

Learning objectives

- Developing awareness on reading strategies used for both readings (in Italian and another Romance language
- Identifying language families: Romance language family
- Developing inter-comprehension competences and skills (e.g. confronting the two language functioning)
- Gaining self-confidence in reading in L3/Ln

Languages involved: Italian, Portuguese, Spanish, French, Catalan

_____

_____

_____

b) Quali delle seguenti strategie hai usato per capire il testo? Può essere più di una.

☐ le immagini che accompagnano il testo mi hanno aiutato a capire l'argomento trattato

☐ la conoscenza dell'argomento trattato nel testo

☐ il titolo del testo mi ha aiutato a capire l'argomento trattato

☐ ho usato le parole trasparenti (ad es. Resultado PO- risultato IT- result EN- resultado SP- résultat FR o sendo PO e essendo IT) se sì quali? Fai alcuni esempi:

_____ PO _____ IT _____EN _____ SP

_____ FR

_____ PO _____ IT _____EN _____ SP

_____ FR

_____ PO _____ IT _____EN _____ SP

_____ FR

_____ PO _____ IT _____EN _____ SP

_____ FR

_____ PO _____ IT _____EN _____ SP

_____ FR

_____ PO _____ IT _____EN _____ SP

_____ FR

☐ alcune informazioni grammaticali (ad es. accordo estud**os** efectuad**os**, o articoli come **uma** familia linguistica), puoi fare qualche esempio?

_____

_____

_____

☐ alcune parole connettive (ad es. como, o, esta, o pronomi come "línguas–filhas **que** são a línguas românicas"), puoi fare qualche esempio?

_____

_____

_____

☐ la struttura della frase (soggetto –verbo – oggetto)

☐ facendo inferenze e capendo il significato di una parola dal contesto in cui è , puoi fare un esempio?

_____

_____

_____

☐ altro

_____

_____

_____

PLURILINGUAL APPROACHES (Pedagogical activity)

ATTIVITÀ DI LETTURA

PER TUTTI:

LETTURA_ STRATEGIE_ PO_IT.docx
Details Download 835 KB

SOLO PER SARA:

LETTURA_STRATEGIE_CA_IT.docx
Details Download 497 KB

1. Come è stata la lettura dei due testi? (scegli un aggettivo tra i seguenti per ogni lettura)

• MOLTO FACILE • FACILE • ABBASTANZA FACILE • DIFFICILE

2. Quali strategie hai usato per i due testi? Descrivile brevemente ai tuoi compagni e fai qualche esempio (puoi riprenderli direttamente dal tuo questionario).

3. Leggi i commenti dei tuoi compagni. Ci sono strategie che hanno usato loro che tu non hai usato? Se sì quali?

Scrivi il tuo commento qui sotto:

S1: *Per me, credo che il catalano (n.d.r. la lettura in catalano) era più facile che il italiano forse perché catalano ha più in comune con spagnolo. Il Italiano: abbastanza facile. Per me, è molto importante leggere il titolo perché posso pensare al tema e lo che già so del tema. I think that I use transparent words a lot, but generally transparent not between English and Catalan/Italian but between Spanish and those languages which I think is less likely to lead to false cognates. […] For example, in Spanish ambos means both. In Catalan amb, as it appeared in the sentences, clearly did not mean both, but I was able to figure out that it meant "with" which certainly conceptually has a relationship with "both". Sentence structure certainly helps as well […]. Context can be quite helpful as well, one of the sentences in my Catalan text began with "abans" which could have meant before or after, but when skimming through the rest of the sentence and finding reference to the word "precedents" it became clear that the word meant before.*

S2: *I read the texts very quickly in order not to get stuck on individual words […]and I relied on the flow of the sentence in order to help me understand where the text was going. Like S1 i also used transparent words […]. For example, the word culture is pretty much the same in all languages as is conquistados for conquered. In addition, the "parole connettive" (come/queste) were very useful in allowing me to make assumptions in my reading […]allowed me not to worry about the little details but focus more on the overall message of the text, the big picture, the flow[…]*

S3: *As línguas românicas sua origem: questo testo era abbastanza facile perché la lingua è simile a spagnolo. E conoscevo il soggetto. La rivoluzione con il cibo: questo testo anche era abbastanza facile perché conoscevo il soggetto e avevano molti parole transparenti all'italiano e il spagnolo. To understand each reading, I studied their respective titles and thought of all the Spanish and Italian words that I immediately associated with them. This allowed me to easily point out all of the cognates and discern their meanings. Both S1 and S2 employed this method, which proves how useful it is. For example, as I was reading, I paid attention to cognates like "nutrizione," "artiginale," and "condizioni di produzione." This helped me understand that the text was not only about food, but also about eating well and caring about the conditions in which food is produced. However, I didn't really pay attention to the structure of the sentences. While I agree that this is helpful […]it may not be essential to understanding the general content of the essay. I feel that if you really focus on the cognates among the romance languages, the process of understanding a foreign text will be much easier.*

S4: *Like the others, I used the many transparent words, as well as my knowledge of the subject matter in the Portuguese text. I also tried to make some sense of the grammar […]For instance, I thought I could recognize things like the imperfect tense in the verbs ending "-am", the various definite and indefinite articles, certain past participles, ending "-d+agreement ending", infinitives etc. The Italian text I found pretty straightforward [...]only a few previously unknown words didn't seem transparent, and for those the context was usually enough to sense the meaning. For instance, "sviluppare" wasn't immediately transparent but it's obvious form the context that it means something like "improve, increase, encourage".*

SHARED BOTTOM-UP PROCESSES (use of transparent words)

LOCAL/INDIVIDUAL PATHS (different linguistic tranfers) ---→ **TOP-DOWN PROCESSES**

LOCAL/PERIPHERICAL ⟷ **CENTRAL/COLLECTIVE** ---→ **CO-LEARNING**

PLURILINGUAL APPROACHES (Co-Learning)

CO-LEARNING

PEER-SCAFFOLDING

S5: *[...] I think S1's point about using the sections titles is important, and not something I thought of [...]*

S6: *[...] I am going to try to specifically use of S2's strategy of reading without analysis in order to ease my understanding [...]"*
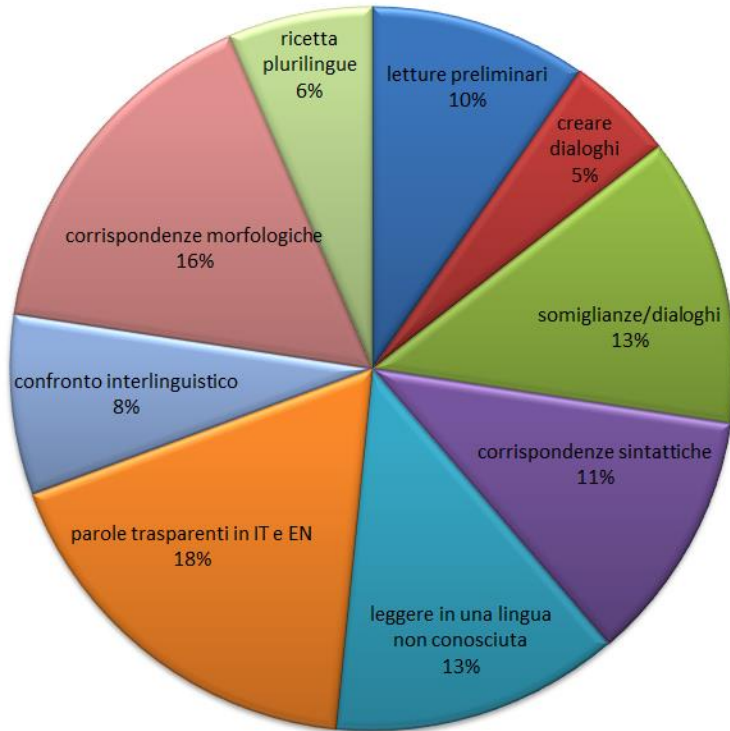
S7: *[...] I hadn't thought about it (n.d.r. using the title of the article to make inferences and cognates) consciously until I read S3's comments above [...] I am often obsessed over English grammar and word order[...]*
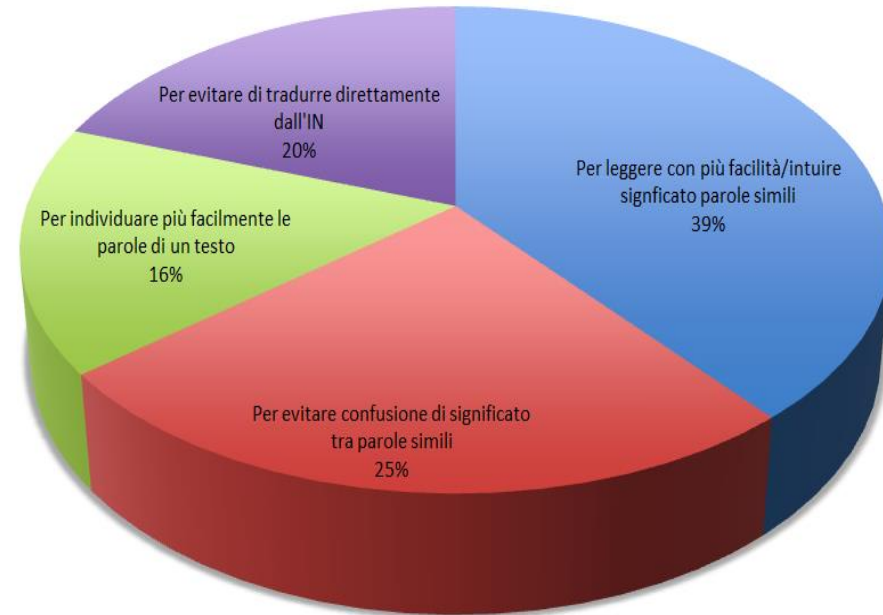
Transformative practice

García (2009)

PLURILINGUAL APPROACHES (Quantitative data-Final Questionnaire)

Quali delle seguenti attività, hai trovato più utili?

- ricetta plurilingue 6%
- letture preliminari 10%
- creare dialoghi 5%
- somiglianze/dialoghi 13%
- corrispondenze sintattiche 11%
- leggere in una lingua non conosciuta 13%
- parole trasparenti in IT e EN 18%
- confronto interlinguistico 8%
- corrispondenze morfologiche 16%

Perché pensi ti siano state utili?

- Per evitare di tradurre direttamente dall'IN 20%
- Per leggere con più facilità/intuire signficato parole simili 39%
- Per individuare più facilmente le parole di un testo 16%
- Per evitare confusione di significato tra parole simili 25%

PLURILINGUAL APPROACHES (**CONCLUSION**)

AND SO …

Co-learning benefits from multilingual classes

Wiki: more dynamic and participatory involvement of participants

Individual-social dimension of learning (e.g. *peer-scaffolding, peer-editing, peer-tutoring)*

Challenge at both *micro* (learners/teachers) and *macro* (language departments) *level*

In multilingual contexts, co-learning and reflective approaches represent another route …

Who they are, what they know, and how they can learn form each others

Wei (2014) *revised*

Articles

"Integrating Plurilin[...] *Multilingualism: Theory and Practice for Teaching Romance Languages,* New York: Queens College's John D. Calandra Italian American Institute, 2015

" Costruire competenze plurilinguistiche attraverso il co-apprendimento e l'approccio riflessivo: uno studio pilota negli USA", in S. Garbarino, C. Degache (eds), *Actes du colloque IC2014. Intercompréhension en réseau : scénarios, médiations, évaluations*, Université Lumière Lyon 2, 2015

"Multilingual Turn in Foreigner Education: Investing L3/Ln learners' reading-writing relationships ", forthcoming

Grazie

Merci

Gracias

THANK YOU

ありがとうございます

Danke

Articles

"Integrating Plurilingualism into Curriculum Design: Toward a plurilingual shift", in Dolci R., Tamburri A. (eds) *Intercomprehension and Multilingualism: Theory and Practice for Teaching Romance Languages,* New York: Queens College's John D. Calandra Italian American Institute, 2015

" Costruire competenze plurilinguistiche attraverso il co-apprendimento e l'approccio riflessivo: uno studio pilota negli USA", in S. Garbarino, C. Degache (eds), *Actes du colloque IC2014. Intercompréhension en réseau : scénarios, médiations, évaluations*, Université Lumière Lyon 2, 2015

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