

# Growing Multilingual Awareness and Intercultural Competence through Engagement with Diverse Texts

{ Erin Kearney, State University of New York at Buffalo

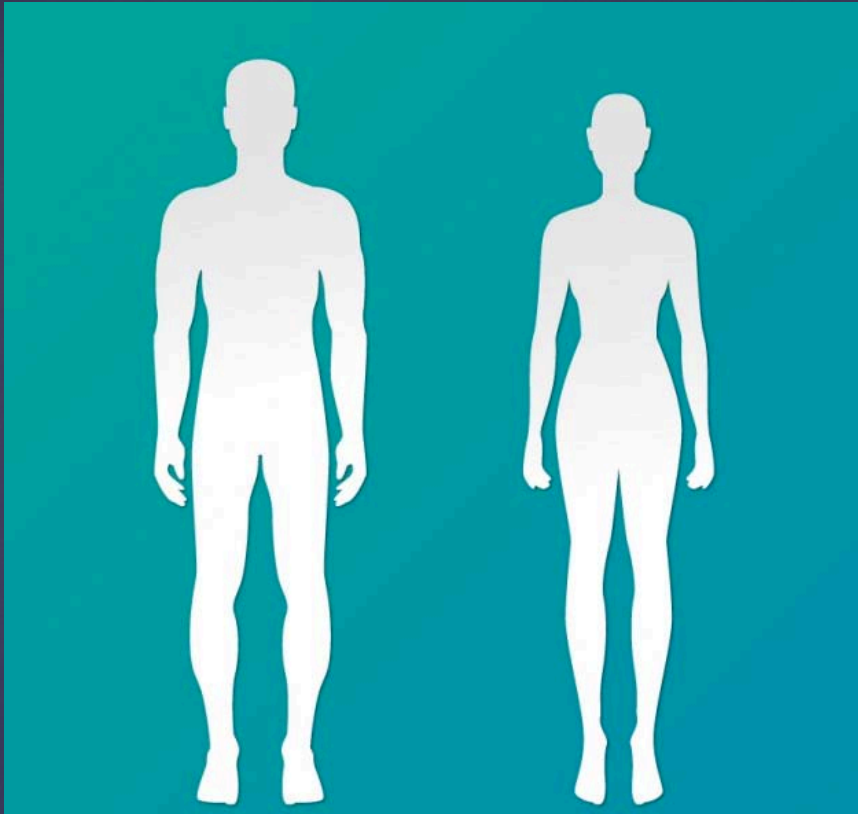
- ⌘ Ice breaker and getting to know each other
- ⌘ Goal-setting right now today and in our broader language teaching practice
- ⌘ Clarifying concepts
- ⌘ Our multilingual selves
- ⌘ Creating conditions and fostering interactions for development of multilingual awareness and intercultural competence

On the agenda for today...





# Ice Breaker / Introductions



Multilingual Me



- ⌘ In one word...Describe the big goal in your current/future language classroom.
- ⌘ Quick share with group mates
- ⌘ Follow-up discussion questions:
  - ⌘ Are there other big goals that you have?
  - ⌘ How do these relate to the one that popped into your head first?
  - ⌘ Why do you think that one was at the forefront of your mind?
  - ⌘ Do you think your big goal aligns with colleagues' goals, with the "profession at large", with your students' goals?
  - ⌘ What advantages are there to focusing on this big goal in language education?
  - ⌘ Are there any drawbacks to focusing on this as a top priority?
- ⌘ Share out to whole group



& What could this refer to?

Multilingual Awareness as a Goal





& What could this refer to?

Intercultural Competence as a Goal

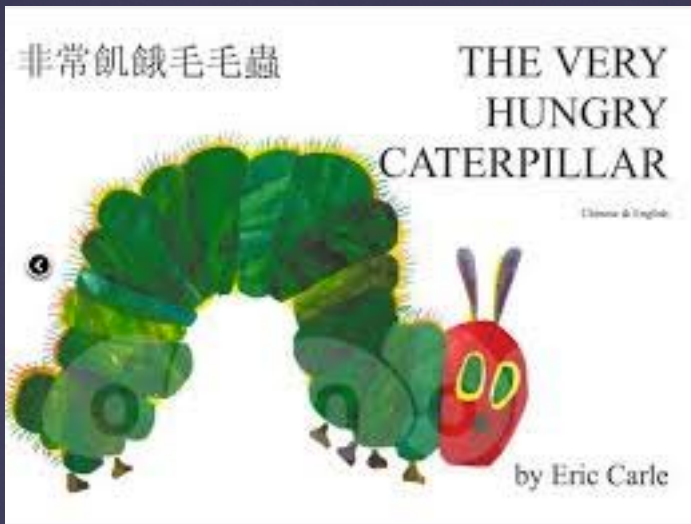
- ⌘ Clarify our concepts of multilingual awareness, intercultural competence and their relationship to each other
- ⌘ Explore and stretch our own multilingual awareness
- ⌘ Articulate goals for our students and contexts when it comes to multilingual awareness and intercultural competence
- ⌘ Experience and analyze pedagogical approaches to raising multilingual awareness and cultivating intercultural competence
- ⌘ Think about and plan for addressing these goals in our particular classrooms

Our goals for today more specifically





# Clarifying Concepts



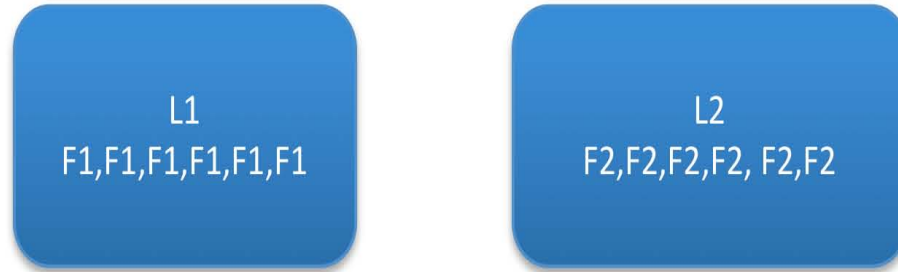
↳ [The Very Hungry Caterpillar Read In Mandarin](#)

An Experiment: Beginning to Define  
Multilingual Awareness

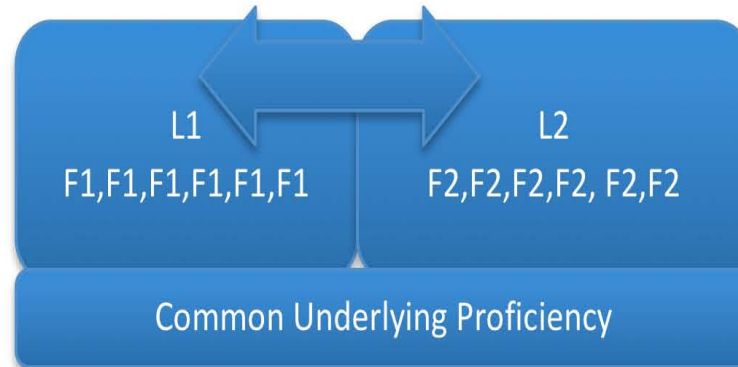


# Concepts of Multilingualism – Languages in the Speaker

Traditional Bilingualism:  
Two autonomous linguistic systems



Linguistic Interdependence:  
Jim Cummins



Dynamic bilingualism:  
Translanguaging



## Multilingual Awareness





NOTICING  
(perceptual  
dimension)

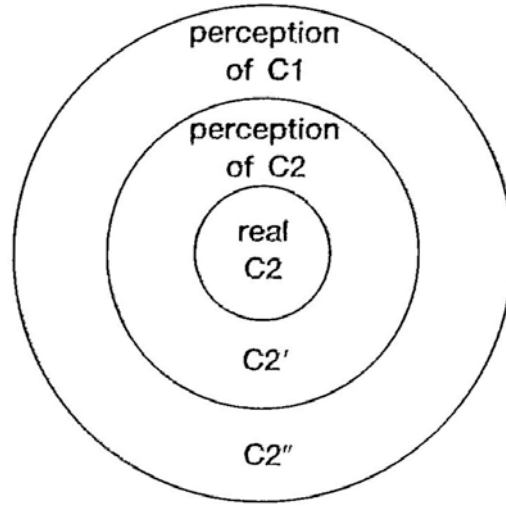
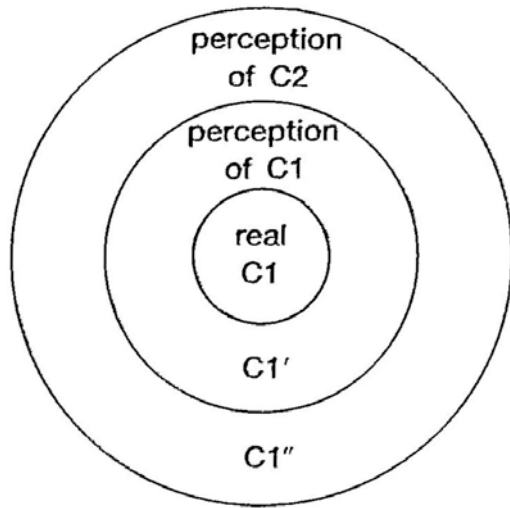
Multilingual  
Awareness

LANGUAGING  
(adaptive use  
dimension)

APPRECIATING &  
EVALUATING  
(dispositional dimension)

- ⌘ Heightened **perception** of and **sensitivity** to language (its forms, functions, complexity, dynamism, etc.), linguistic difference and linguistic diversity
- ⌘ Deepened **appreciation** for, **emotional response** to and **critical valuation** of linguistic difference and linguistic diversity
- ⌘ Expanded **capacity** for agentive use

# Multilingual Awareness



C1' = C1 perception of self  
 C1'' = C1 perception of others  
 C2' = C2 perception of self  
 C2'' = C2 perception of others

Claire Kramsch (1993)  
 Aiming for Third Places in  
 language instruction



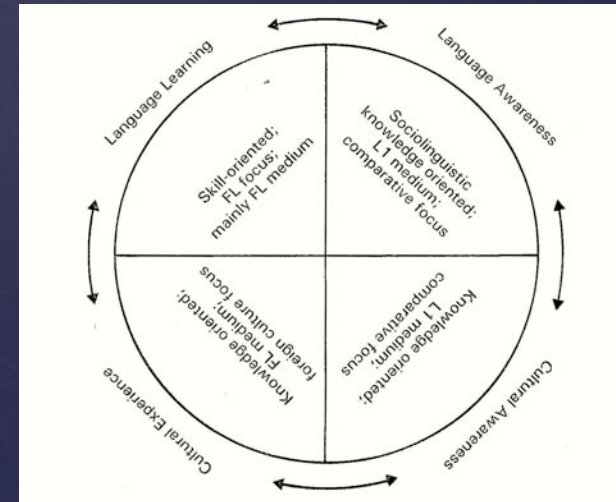
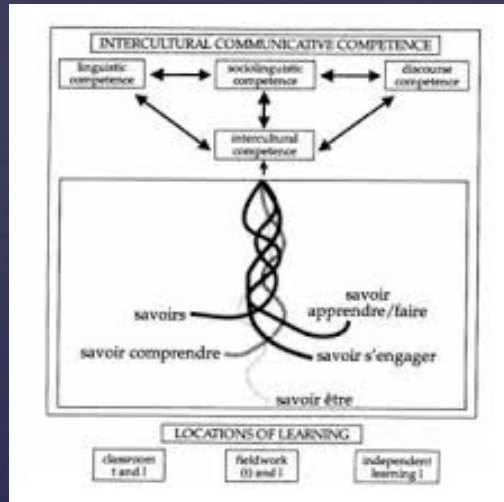
# Intercultural Competence



	<b>Skills</b> interpret and relate ( <i>savoir comprendre</i> )	
<b>Knowledge</b> of self and other; of interaction: individual and societal ( <i>savoirs</i> )	<b>Education</b> political education critical cultural awareness ( <i>savoir s'engager</i> )	<b>Attitudes</b> relativising self valuing other ( <i>savoir être</i> )
	<b>Skills</b> discover and/or interact ( <i>savoir apprendre/faire</i> )	



Michael Byram (1991, 1997, 2013)  
Aiming for Intercultural  
Communicative  
Competence



# Intercultural Competence

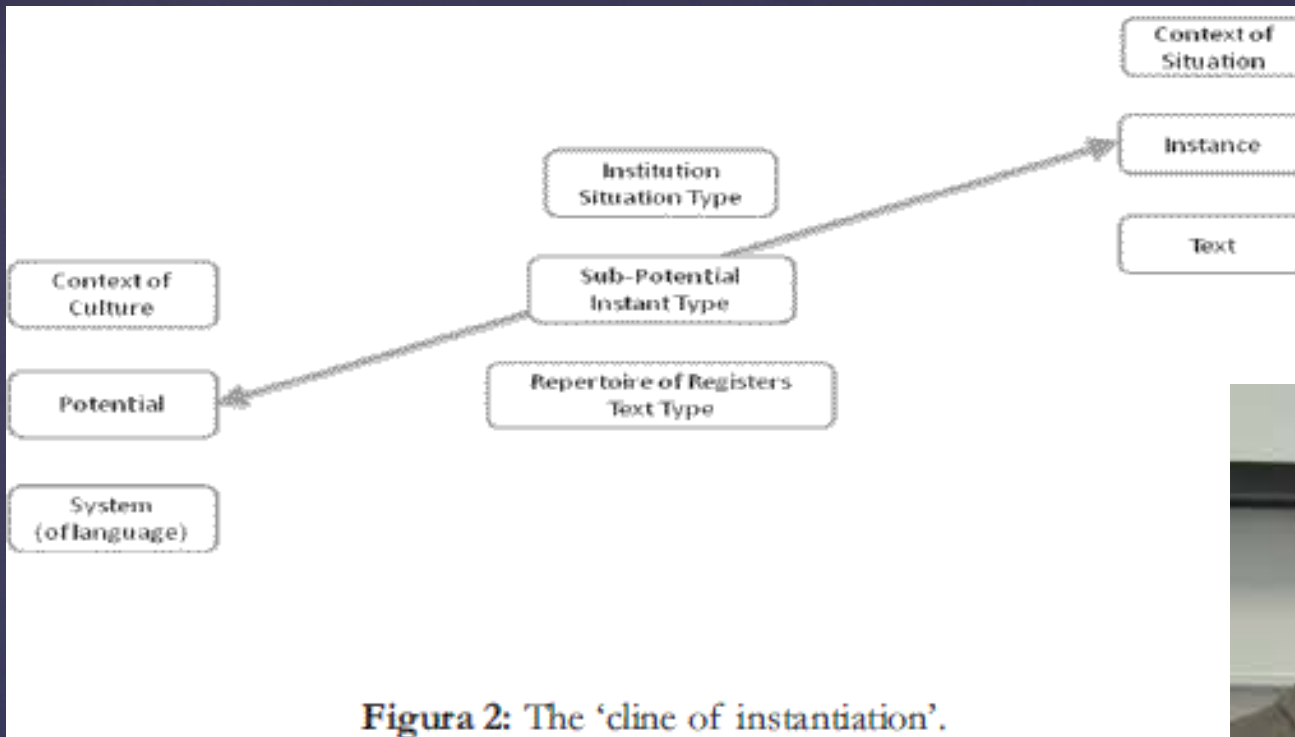


Figura 2: The 'cline of instantiation'.



Michael Halliday (1978)

Meaning potentials – diverse, dynamic, realized and possibly transformed every time we use a piece of language or other symbol

# Connecting Multilingual Awareness and Intercultural Competence to Texts



Christian Matthiesson (2009)

“When people learn languages, they build up their own personalized meaning potentials as part of the collective meaning potential that constitutes the languages, and they build up these personal potentials by gradually expanding their own registerial repertoires - their own shares in the collective meaning potential. As they expand their own registerial repertoires, they can take on roles in a growing range of contexts, becoming semiotically more empowered and versatile” (p. 223)



# Expansion of Learners' Personalized Meaning Potentials

- ⌘ If the big goals are Multilingual Awareness and Intercultural Competence...
- ⌘ Awareness of what?
  - ⌘ Language, self, other
  - ⌘ Forms, functions, conventionalized and situated meanings
  - ⌘ Individual texts and instances of use all the way up to shared repertoires, culturally anchored, systems of use however dynamic
- ⌘ What kind of experience?
  - ⌘ Guided perception – seeing, hearing, sensing, noticing, orienting to
  - ⌘ Engagement of all kinds – description, interpretation/analysis, feeling emotional resonances, negotiation of meanings, action and transformation

# Recap



- ⌘ Create a multilingually rich environment
- ⌘ Encourage learners to connect to, characterize, reflect on, acknowledge emotion in and expand their personal multilingualism
- ⌘ Draw learners' attention to language form, language function, language difference, language diversity
- ⌘ Engage learners' senses to help them notice and perceive language
- ⌘ Open space for sustained, meaningful engagements around language form, function, difference and diversity, including:
  - ⌘ observation/documentation of language use
  - ⌘ description of language use/texts/features of texts
  - ⌘ inquiry/research about language use/texts
  - ⌘ analysis of language use/texts
  - ⌘ interpretation of/hypothesis testing about language in use/texts
  - ⌘ creative language use and production of texts

Some Pedagogical Processes for Raising Multilingual Awareness and Fostering Intercultural Competence

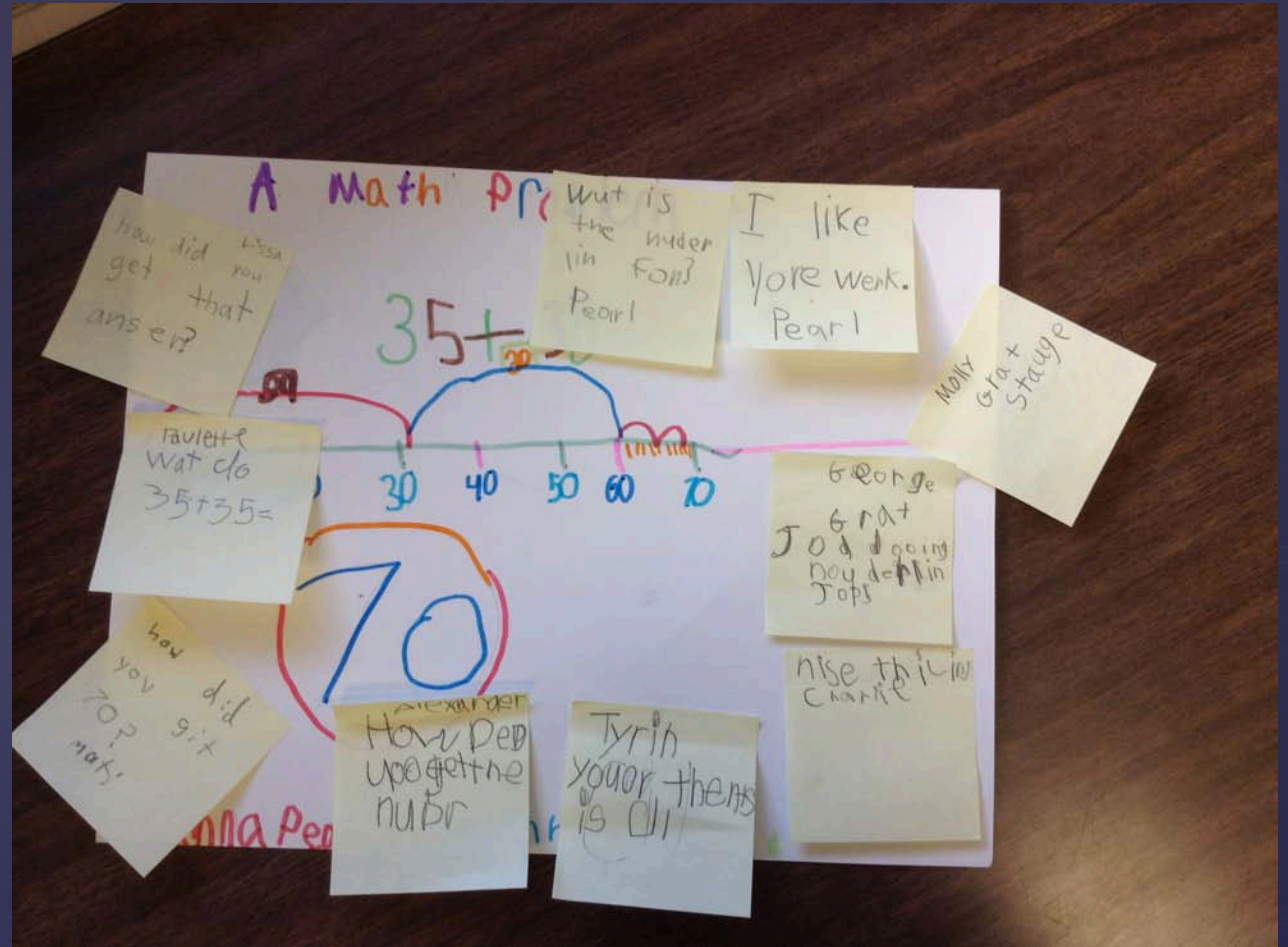


⌘ For example

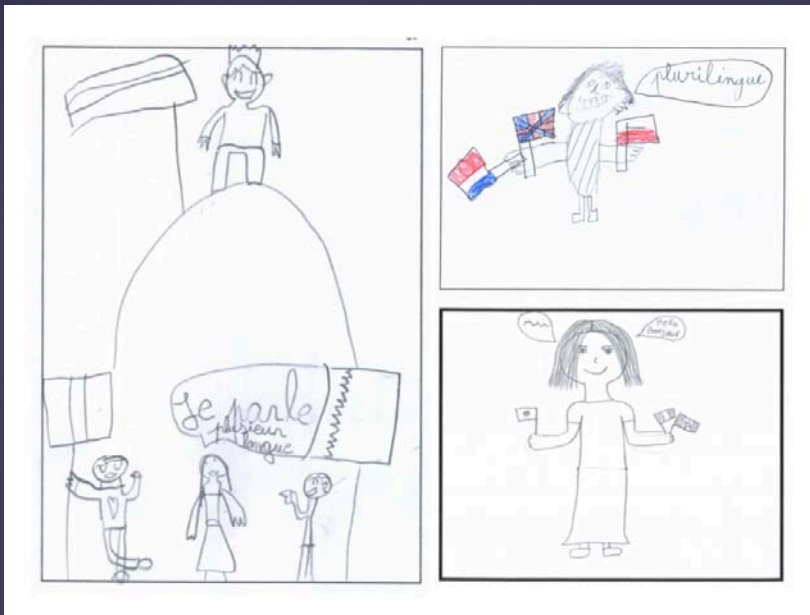
- ⌘ Students will be able to identify different linguistic forms in or across texts that refer to the same phenomenon/event/theme
- ⌘ Students will be able to identify phrases in a text that seem central to shared/cultural meaning and will be able to form hypotheses about these
- ⌘ Students will be able to describe their own growing multilingualism and to creatively express various facets of this growth

# Articulating Our Goals





# Our Multilingual Selves

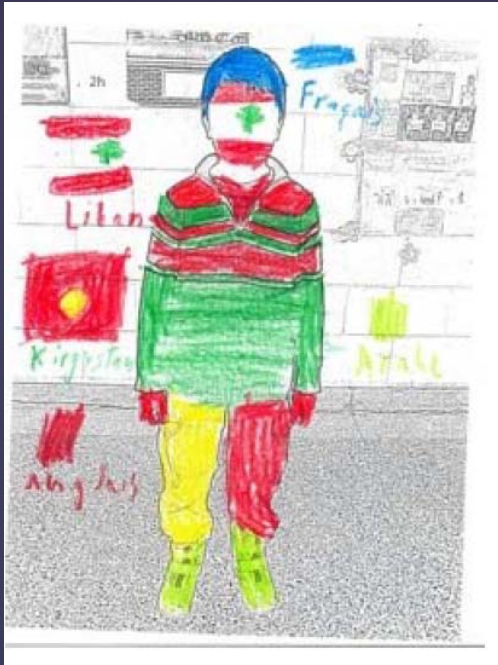


Plurilingualism as national-cultural identity, as multiple identities, spawning conflicting feelings

Prasad (2015)  
Toronto & Montpellier







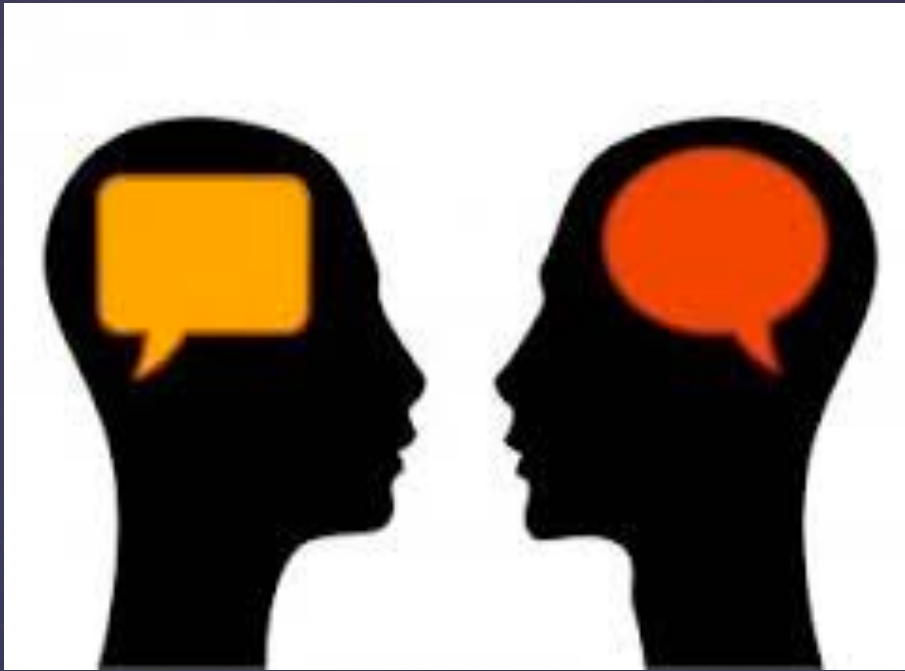
Farmer & Prasad (2014)  
Toronto, Canada



Exemple 1 : Andrée

**LÉGENDE**

- CE QUI SE LIENNE TERRE, LE CIEL  
(SANTÉ + ÉMOTION, ÉMOTION - US 2 D'AMER)
- PARTIR / OUBLIER / OUBLIÉ (OU PARTIR)
- YES - HACHES → ON L'EST PROFONDEMENT ENRÔLÉ  
 NO POINT QUI SE S'EST (OUBLIÉ / OUBLIÉ)
- HACHES - OUBLIÉ - AUTRES HACHES OUBLIÉ HACHES / OUBLIÉ
- PILES → MES RACONS
- RACONS QUI S'ÉVALUENT → ENRÔLÉ, OUBLIÉ / OUBLIÉ
- OUBLIÉ / OUBLIÉ → TOUT CE QUI SE S'EST ENRÔLÉ  
 OUBLIÉ, OUBLIÉ / OUBLIÉ
- RESPECTIVE / POINT DE VUE / OUBLIÉ / OUBLIÉ ?



Double-Voiced Poems:  
We Speak \_\_\_\_\_





- & Create your flower/plant for the multilingual garden
- & Talk with group mates about how the mural might be designed and composed, what it should include, particular design elements that could work
- & Driving question: How do we want to represent ourselves and our growing multilingualism?



# Working Lunch Tasks

# Creating Conditions for Developing Multilingual Awareness and Intercultural Competence



- ⌘ Multilingual ecologies
  - ⌘ School level, classroom level
  - ⌘ Across modes and senses
  - ⌘ Not necessarily teacher-made
  
- ⌘ Rich textual environments

# Creating a Multilingually Rich Environment





Multilingually Rich Environment:  
Example 1



& Multilingual Lesson Objectives

Multilingually Rich Environment:  
Example 2



Pierre Assouline  
La cliente



*Au 54 rue de la Convention à Paris dans le 15<sup>ème</sup> arrondissement  
60 ans plus tard*

les chambres de  
bonnes

201  
Les Steiner

**Noms des locataires**

*Au rez-de-chaussée*  
La loge  
Au n° 2 Mme Armand  
Au n° 3

*Au 1<sup>er</sup> étage*  
Au n° 101  
Au n° 102  
Au n° 103

*Au 2<sup>ème</sup> étage*  
Au n° 201 Les Steiner  
Au n° 202  
Au n° 102

*Ancienne loge  
du concierge* porte d'entrée dans l'immeuble

*Au 3<sup>ème</sup> étage*  
Au n° 301  
Au n° 302  
Au n° 303

*Au 4<sup>ème</sup> étage*  
Au n° 401  
Au n° 402  
Au n° 403

*Au 5<sup>ème</sup> étage*  
Au n° 501  
Au n° 502  
Au n° 503 M. Klein

*Dans les chambres de bonnes*

Au n° 1	Au n° 5
Au n° 2	Au n° 6
Au n° 3	Au n° 7
Au n° 4	Au n° 8-9

*Ancienne boutique de fleur  
Mme Armand habitait la  
pièce à côté*

# Multilingually Rich Environment: Example 3



Goal	Resources
Value students' multilingualism by featuring representations of this in the classroom environment	<p>Model texts for students to analyze</p> <p>Student-created multilingual portraits, other identity texts</p>
Raise awareness of varieties of the language students are learning and of varying means for expressing diverse points of view	<p>Multilingual listening center with clips of language users from different locales discussing similar topics (e.g. ways of dressing/fashion as personal expression)</p> <p>Analytic questions to guide students' interpretation of clips</p>

# Your Plan for Creating a Multilingually Rich Environment



Fostering Interactions that Support  
Development of Multilingual Awareness  
and Intercultural Competence





Fostering Interactions that Support  
Development of Multilingual Awareness  
and Intercultural Competence



Fostering Interactions that Support  
Development of Multilingual Awareness  
and Intercultural Competence



**SUPPORTING INTERPRETATION OF CULTURAL REPRESENTATIONS AND CULTURAL MEANINGS**

<b>Present?</b>	<b>Micro-practice</b>
	Creating a meaningful context for interpretation
	Activate students prior knowledge that could be relevant to the interpretive activity
	Creating opportunities for students to respond personally to a representation
	Helping students to identify relevant symbols/forms in a representation
	Asking questions that scaffold students' interpretations
	Attending to various levels of meaning in the interpretation process
	Orienting students to the analytic activity and providing them with the language to conduct analysis/interpretation (e.g. establishing an analytic routine – who, what, when, where, why)
	Bring together multiple related representations
	Sequencing phases of the interpretive activity so that interpretation/responses becomes ever deeper

# Pedagogical Support for Interpreting Cultural Texts



Il faut cultiver notre jardin.



- ⌘ What are your major takeaways with regard to growing multilingual awareness and intercultural competence in your classroom context?
- ⌘ How do we continue to grow these efforts after today?