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
Multilingual Awareness as a Goal

What could this refer to?
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
Language Practices from the Multilingual Speaker’s Angle

Socially constructed as

Translanguaging Space

Multilingual Awareness
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

NOTICING (perceptual dimension)

LANGUAGING (adaptive use dimension)

APPRECIATING & EVALUATING (dispositional dimension)

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

Intercultural Competence

C1’ = C1 perception of self
C1” = C1 perception of others
C2’ = C2 perception of self
C2” = C2 perception of others
Aiming for Intercultural Communicative Competence
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 Matthiessen (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)
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
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?
Creating Conditions for Developing Multilingual Awareness and Intercultural Competence
Creating a Multilingually Rich Environment

- Multilingual ecologies
  - School level, classroom level
  - Across modes and senses
  - Not necessarily teacher-made

- Rich textual environments
Multilingually Rich Environment: Example 1
Multilingual Lesson Objectives

Multilingually Rich Environment: Example 2
Multilingually Rich Environment: Example 3
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<tr>
<th>Goal</th>
<th>Resources</th>
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<td>Value students’ multilingualism by featuring representations of this in the classroom environment</td>
<td>Model texts for students to analyze</td>
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<td>Student-created multilingual portraits, other identity texts</td>
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<td>Raise awareness of varieties of the language students are learning and of varying means for expressing diverse points of view</td>
<td>Multilingual listening center with clips of language users from different locales discussing similar topics (e.g. ways of dressing/fashion as personal expression)</td>
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<td>Analytic questions to guide students’ interpretation of clips</td>
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Fostering Interactions that Support Development of Multilingual Awareness and Intercultural Competence
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### Supporting Interpretation of Cultural Representations and Cultural Meanings

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<th>Micro-practice</th>
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<td>Creating a meaningful context for interpretation</td>
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<td>Activate students prior knowledge that could be relevant to the interpretive activity</td>
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<td>Creating opportunities for students to respond personally to a representation</td>
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<td>Helping students to identify relevant symbols/forms in a representation</td>
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<td>Asking questions that scaffold students’ interpretations</td>
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<td>Attending to various levels of meaning in the interpretation process</td>
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<td>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)</td>
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<td>Bring together multiple related representations</td>
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<td>Sequencing phases of the interpretive activity so that interpretation/responses becomes ever deeper</td>
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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?