

Plurilingual Language Awareness Education in the Nordic and Baltic countries

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Developing the Language Awareness Approach in the Nordic and Baltic countries (DELA-NOBA)

- 08/2013 – 07/2016
- 21 partners from seven Nordic/Baltic countries (Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Sweden)
- Partnerships between seven pilot schools (primary and secondary) and institutions of higher education

DELA-NOBA's general objectives

- to examine how plurilingual language awareness education can be integrated and further developed in the Nordic/Baltic context
- to examine the impact of plurilingual language awareness education on learners' and parents' attitudes towards language diversity and language learning
- to contribute to the societal discussions on language diversity and language learning in the Nordic/Baltic countries.

Plurilingual Language Awareness ***Education***

- ***Eveil aux langues, Awakening to languages***
(EVLANG, Socrates-Lingua, 1998-2000)
- ***Janua Linguarum*** (JaLing, Comenius II, 2000-2003)
- ***The Framework of Reference for Pluralistic Approaches to Languages and Cultures***
(FREPA/CARAP, ECML, since 2004)

Pluralistic approaches to languages and cultures

1. Singular approaches, taking account of only one language or a particular culture and dealing with it in isolation.
2. Pluralistic approaches to languages and cultures using teaching/learning activities involving several (i.e. more than one) varieties of languages or cultures. (Candelier et al. 2007: 7)

Four pluralistic approaches

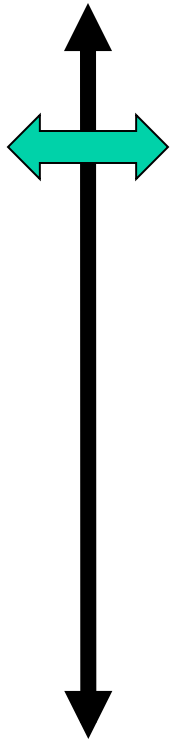
Eveil aux langues/ Awakening to languages
(cf. Candelier 2007)

Integrated didactic approach
(cf. Hufeisen/ Neuner 2004)

Intercomprehension between related
languages (cf. Meißner et al. 2004)

The intercultural approach
(cf. Byram 2003)

Communicative competence

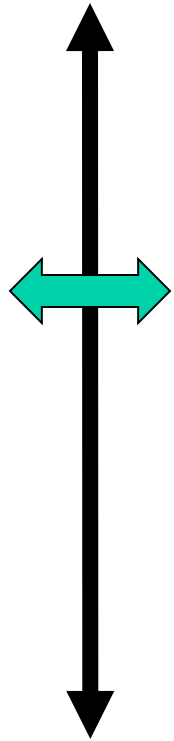


2, 3 ...
languages

Integrated didactic
approach

Global metalinguistic abilities
Recognition of linguistic diversity

Communicative competence



3, 4, 5 ...
languages

Intercomprehension
between related
languages

Global metalinguistic abilities
Recognition of linguistic diversity

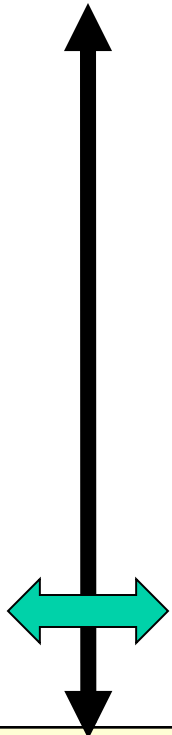
Communicative competence

(indirectly, through
developing learning
abilities)

Eveil aux langues/
Awakening to languages/
Plurilingual LA education

20, 30 ...
languages

Global metalinguistic abilities
Recognition of linguistic diversity



Le Petit Chaperon rouge

DIVERSITÉ ET RÉGULARITÉ D'UN CONTE

Little Red Riding Hood

L'ACTIVITÉ EN UN CLIN D'ŒIL

Domaine concerné

Les régularités dans la langue.

Langues proposées

Allemand, anglais, breton, chinois, finnois, français, hongrois, islandais, italien, polonais, portugais, russe.

Organisation

Trois séances de 45 minutes à 1 heure.

**German, English, Breton, Chinese,
Finnish, French, Hungarian,
Icelandic, Italian, Polish, Portuguese,
Russian.**

From:

[*Les langues du Monde au Quotidien -
Cycle 2*](#), SCEREN (2006, 2012).

DELA-NOBA's time schedule

PHASE 1: : 08/2013-07/2014

Integrating existing plurilingual language awareness teaching materials in a Nordic/Baltic context

PHASE 2: 08/2014-07/2015

Designing teaching materials for the Nordic/Baltic context

PHASE 3: 08/2015-07/2016

Collecting and distributing results and experiences

Seven pilot schools

- List of plurilingual LA teaching activities (Primary 1, Primary 2, Secondary 1)
- Three teaching activities
- Language autobiography

Surveys (based on EVLANG and JaLing)

Teachers

- Preexperience survey
- Postexperience survey

Parents

- Preexperience survey
- Postexperience survey

Teaching activities' evaluations

- Students
- Teachers

Surveys (based on EVLANG and JaLing)

Teachers

- **Preexperience survey**
- Postexperience survey

Parents

- **Preexperience survey**
- **Postexperience survey**

Teaching activities' evaluations

- Students
- Teachers

The Parents

Denmark (Children in two Grade 2 and one Grade 6 classes, ages 8 yrs. and 12 yrs. – The International Profile School in Copenhagen)

Preexperience: n=44

Postexperience: n=41

Iceland (Children in three Grade 5 classes, ages 10-11 yrs.)

Preexperience: n=33

Postexperience: n=30

Background information - Iceland

Most commonly known languages – parents:
Icelandic, English, Danish

Languages most commonly spoken in the home:
Icelandic

Most common languages spoken by children:
Icelandic, but some children also speak Polish,
English, Lithuanian, Norwegian, Danish,
Spanish or Serbian



Background information - Denmark

Most commonly known languages – parents:

Danish, English, Norwegian, German, Swedish

Languages most commonly spoken in the home:

Danish

Most common languages spoken by children:

Danish, **English (37%)**, German (8,7%) – some

children also speak Estonian, Faroese, French,

Latvian, Sami, Turkish

Languages children learn at school

Iceland:

Icelandic (Grade 1) – 100%

English (Grade 4) – 100%

Danish (Grade 7) – 0%

Denmark:

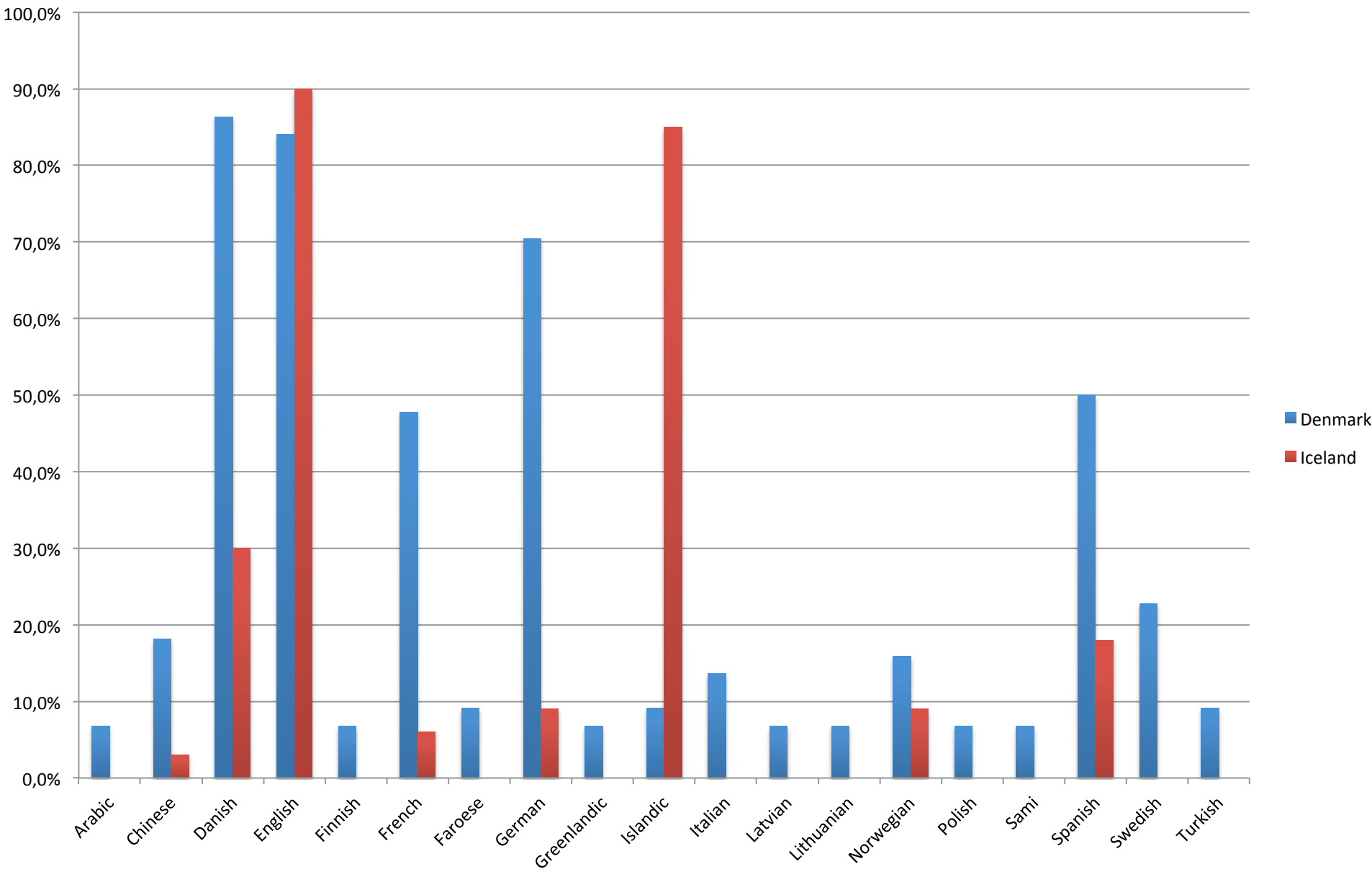
Danish and English (Grade 1) – 100%

French (Grade 5) – 48%

German (Grade 5) – 57%



Language teaching preferences



Parents' views – pre experience

Parents in Denmark and Iceland overwhelmingly agree that:

- it is important for children to be introduced to different languages at school (I: 100%, DK: 95%)
- it is important to know a variety of languages (I: 100%, DK: 95%)
- knowing other languages helps you to learn new ones (I: 97%, DK: 98%)



Children's interests

Children are interested in learning about new languages and cultures

Children have asked questions about:

languages and cultures in other countries – I: 73%, D: 89%

language and languages in general – I: 70%, D: 68%

the language(s) used at home – **I: 53%, D: 82%**

the language(s) used at school – I: 57%, D: 73%

the origins of the family (country, region, city) – **I: 60%, DK: 84%**

the language(s) used in the family (with relatives) – **I: 34%, DK: 71%**



Parents' views – post experience

Children have asked questions about:

languages and cultures in other countries – **I: 83%**, DK: 51%

language and languages in general – **I: 80%**, DK: 42%

the language(s) used at home – **I: 63%**, DK: 65%

the origins of the family (country, region, city) – **I: 13%**, **DK: 67%**

the language(s) used in the family (with relatives) – **I: 70%**, DK: 65%



Parents' views – post experience

Parents overwhelmingly agree that doing language awareness activities at school are important because they contribute to children's:

- knowledge about languages and cultures (I: 100%, DK: 88%)
- positive attitudes towards languages and cultures (I: 100%, DK: 88%)
- abilities to talk about languages, to analyse languages, to compare languages (I: 100%, DK: 86%)



Teachers' beliefs – Iceland

D1. Language awareness activities can make a positive contribution to changing students attitudes towards oth...

D2. Language awareness activities can help integrate students from minority ethnic backgrounds into the whole class.

D3. Language awareness activities can demonstrate that all languages are of equal importance.

D4. Language awareness activities can promote positive attitudes towards speakers of other languages.

D5. Language awareness activities can stimulate curiosity and interest in language learning.

D6. Language awareness activities can help students to understand how language works.

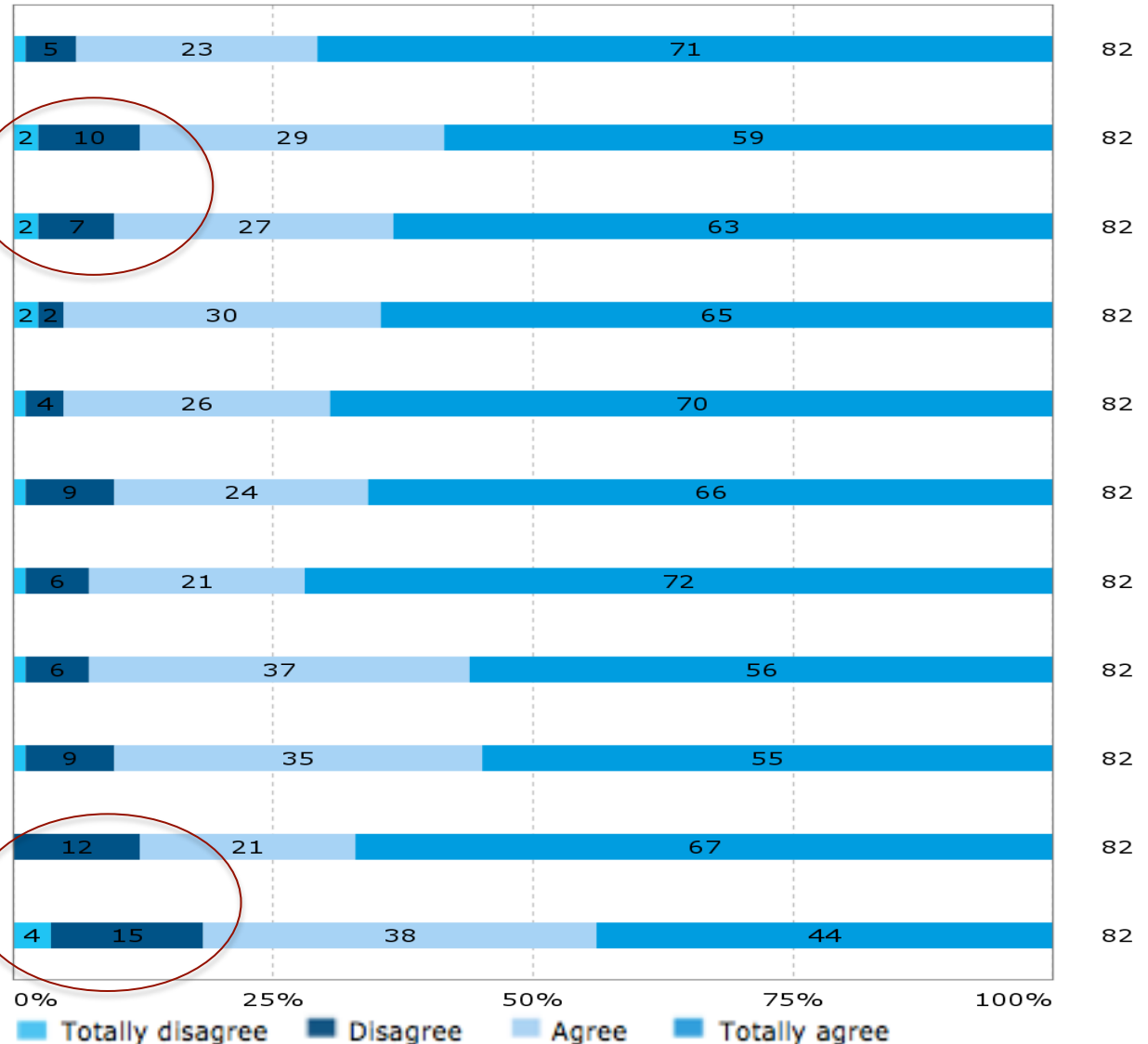
D7. Language awareness activities can help students in learning other languages.

D8. Language awareness activities can help students to improve their skills in the main language of the school.

D9. Language awareness activities can help students to improve their skills in their first language/mother tongue (...)

D10. Language awareness activities should be a part of language teaching.

D11. Language awareness activities should be integrated into other areas of the curriculum.



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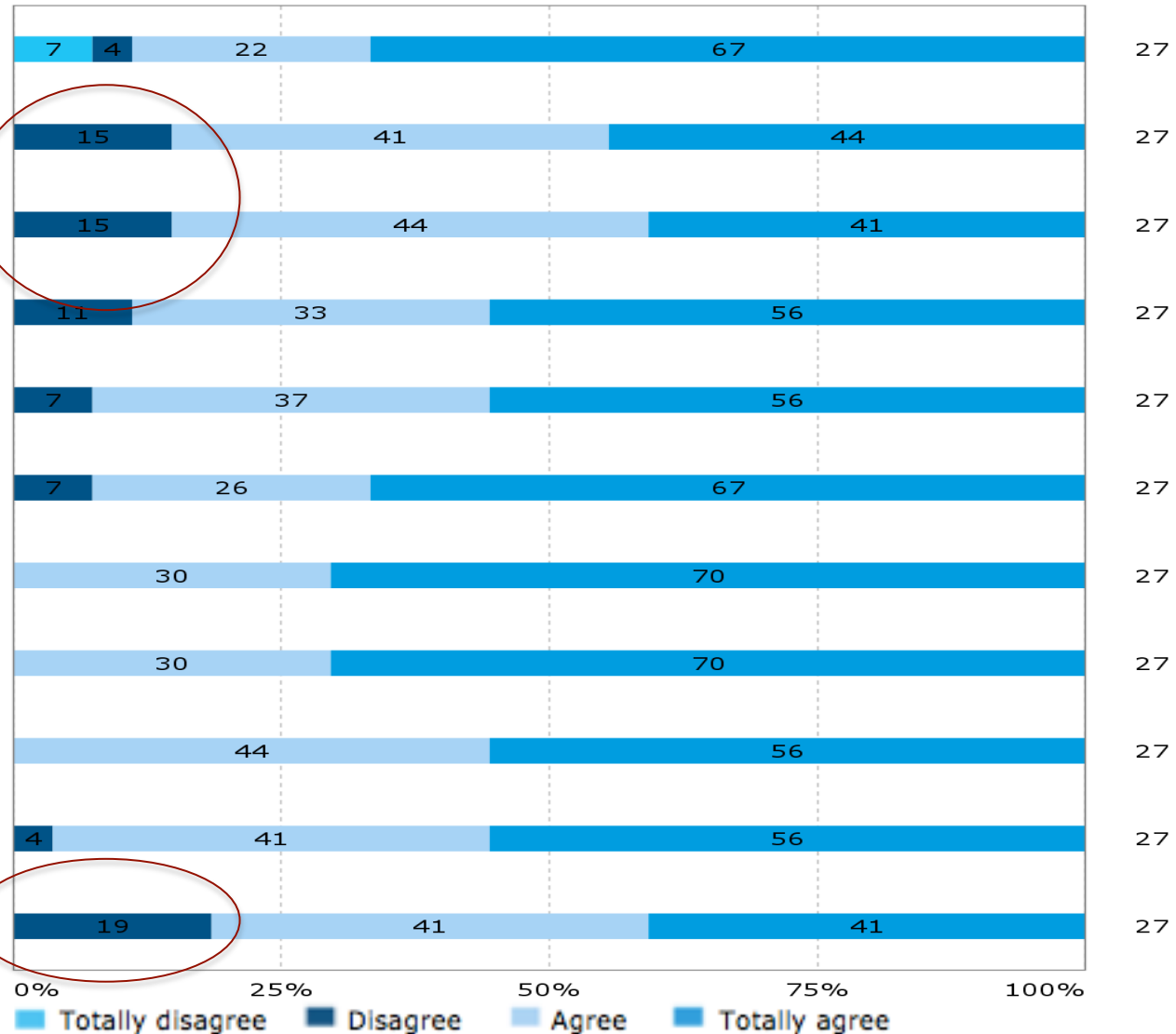
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Conclusion

- Parents and teachers have a very positive attitude towards plurilingual LA activities in schools
- Plurilingual teaching activities contribute to students' reflection on languages and cultures
- The recognition of minority languages and the integration of plurilingual teaching activities in other areas of the curriculum are areas that need emphasis

Questions? Comments?

<https://www.ruc.dk/index.php?id=22283>

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