

# “You don’t need to be a super hero!”: implementing multilingual pedagogies in mainstream language education at school

Prof. Dr. Sílvia Melo-Pfeifer  
Universität Hamburg - Germany

# The villains among us...

It could lead to an overload of the SuS.

There may be an increased amount of work, especially at the beginning.

Lack of time in the classroom.

It is a time-consuming method, and the curriculum sets a different pace.

it may meet with non-acceptance from colleagues or/and students.

Difficult to assess.

That they are so far little considered in the textbooks.

(In Melo-Pfeifer, 2020)

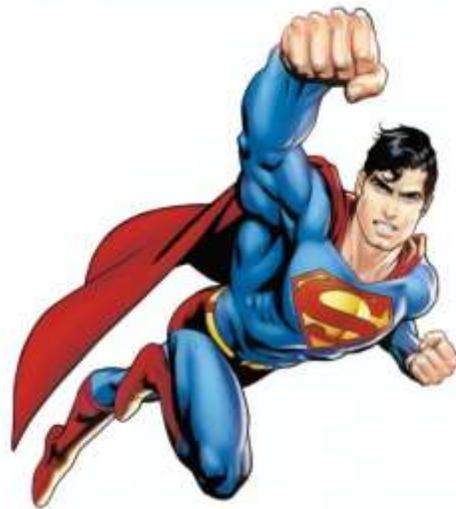
Get a partner?



Try to entangle others in your web?



Get angry?  
(and bigger)



Develop an incredible strength  
and an impervious skin?  
Avoid kryptonite?

Or just... wear a disguise?



# Aims of this talk

- Delve into the fallacies of the “multilingual turn in education”;
  - Discuss the concepts of multilingual pedagogies, pedagogical translanguaging, and pluralistic approaches to languages and cultures;
  - Illustrate how the use of linguistic landscapes in language education can support the implementation of multilingual pedagogies.
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# Facts and fallacies of the multilingual turn in education

- Plurilingualism at school vs. English for all
  - and a variation: The sooner the better vs. English
- One language at a time vs. plurilingual competence

- The promotion of multilingualism embedded in monolingual ideologies;
- Can we promote a multilingual turn in a specific target language classroom?
- Can we conceive the role of English as an ally of multilingual education?
  - From TESOL (Teaching English to Speakers of Other Languages) to TOLSTE (Teaching Other Languages to Speakers of English)

# Multilingual pedagogies as an umbrella term

- Pluralistic approaches to languages and cultures (Candelier et al, 2012)
- Pedagogical translanguaging (Cenoz & Gorter, 2021)

“Multilingual pedagogies” as those activating and capitalising on students’ multilingual competences in subject-oriented formal contexts. In the field of foreign language education, they are used to activate students’ heterogeneous linguistic repertoires in order to enhance foreign language learning (Kirsch & Duarte, 2018).

- Multilingual pedagogies do not dismiss the value of language learning as a school subject, but instead aspire to bringing languages at school and lived multilingualism closer together (Melo-Pfeifer, 2018).

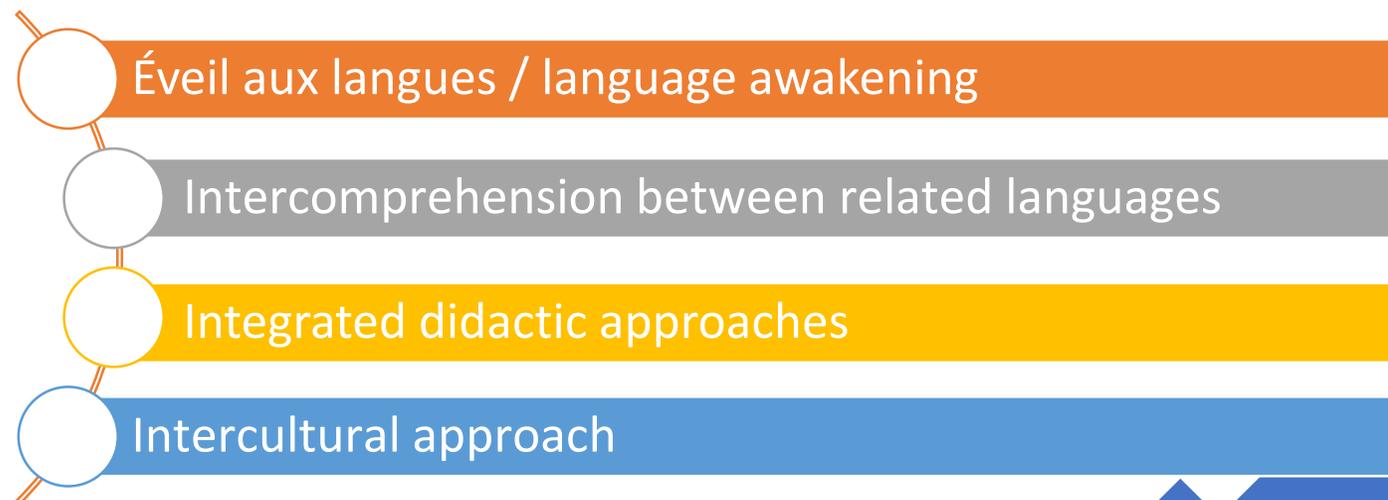
## Against three **common misconceptions**:

1. students can get confused if they are exposed to different languages;
2. schools should offer one language at a time and reinforce separation
3. time on task / on language needed to high proficiency.

Reinforcement of the monolingual habitus in language education (Gogolin, 1994)

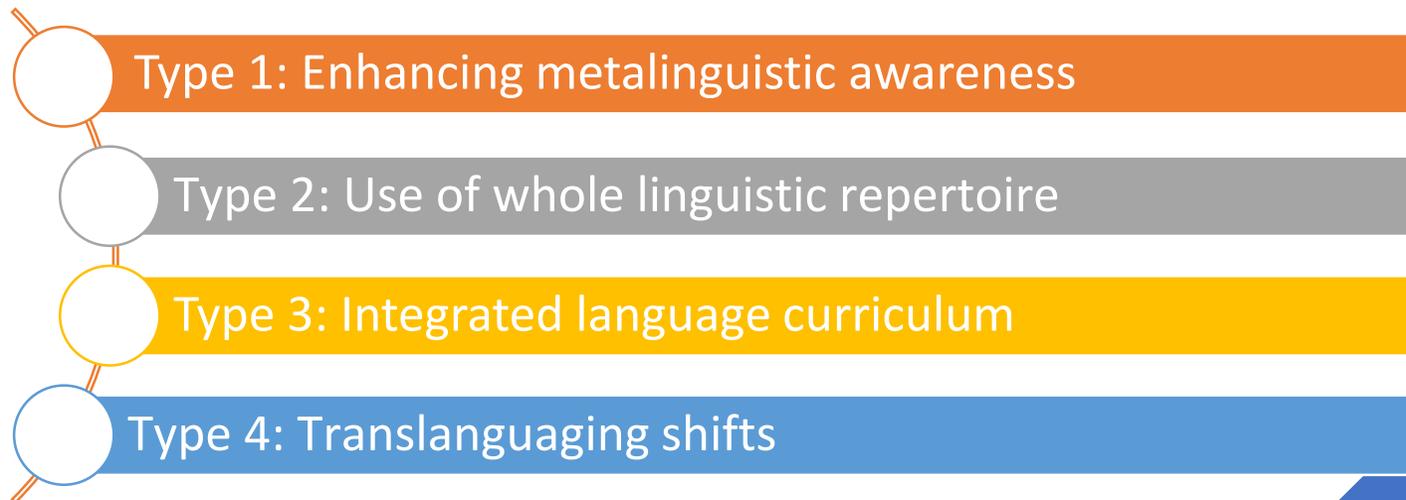
# Pluralistic approaches

- The term “pluralistic approaches to languages and cultures” refers to didactic approaches which use teaching / learning activities **involving several (i.e. more than one) varieties of languages or cultures**. This is to be contrasted with approaches which could be called “singular” in which the didactic approach takes account of only one language or a particular culture, considered in isolation. Singular approaches of this kind were particularly valued when structural and later “communicative” methods were developed and all translation and all resort to the first language was banished from the teaching process. (Candelier et al, 2012).

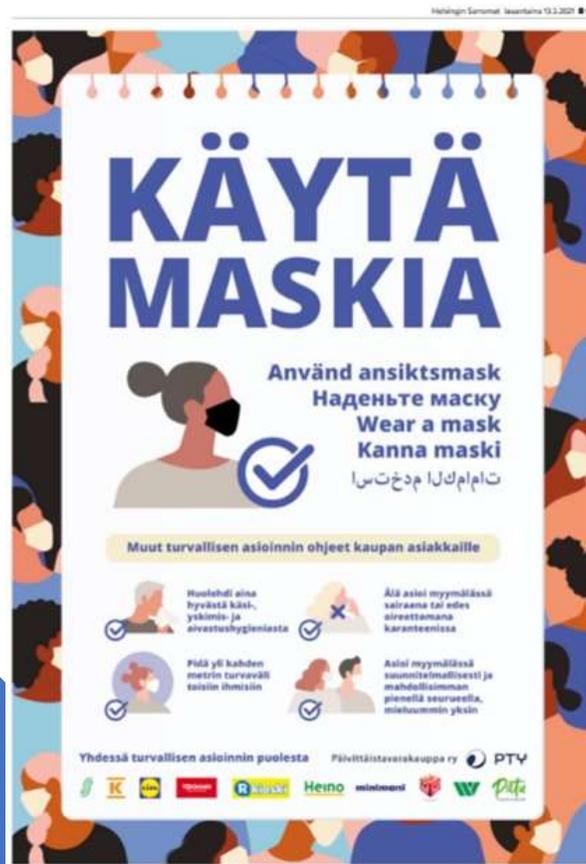


# Pedagogical translinguaging

- „Pedagogical translinguaging is a theoretical and instructional approach that aims at improving language and content competences in school contexts by **using resources from the learner’s whole linguistic repertoire**. Pedagogical translinguaging is about **activating** multilingual speakers’ resources so as to **expand** language and content learning” (Cenoz & Gorter, 2021).



# Linguistic landscapes



'the language of public road signs, advertising billboards, street names, place-names, commercial shop signs, and public signs on government buildings combines to form the LL of a given territory, region, or urban agglomeration' (Landry & Bourhis, 1997: 25).

'the presence, representation, meanings and interpretation of languages displayed in public places' (Shohamy & Ben Rafael, 2015: 1)



Logocentric perspective  
(identifying and counting languages)

Multisemiotic and multisensorial landscapes  
(skinscapes, sensescapes, ...)

# Linguistic landscapes: What can we learn?

Learning in the LL (Malinowski, Maxim & Dubreil, 2020; Brinkman et al, 2021):

- Bringing the language classroom to the street with an ethnographic focus, observing, documenting and analyzing the presence and the relationship between languages in the environment;
- Incidental learning (Cenoz & Gorter, 2008) vs. noticing (through raising LA in the wild or through focusing in “bits of languages”);

**Learning through the LL:**

- Bringing the street to the language classroom through multimodal transposition;
- Creating pedagogical materials based on the documentation of LL, with pedagogical and linguistic aims (noticing, raising, focusing in “bits of languages”);

**Linguistic focus:**

1. Monolingual (ex. Spot German);
2. Multilingual;
3. Mixed.

(Melo-Pfeifer & Silva, 2021)

# Linguistic landscapes: The LoCALL project approach

- An **Erasmus Plus project** (with France, Germany, the Netherlands, Portugal, and Spain);
- **Aims:** develop multilingual pedagogies for the school context, based on students' and teachers' lived experiences with multilingualism outside the school:
  - to create a bridge between pupils' plurilingual experiences and their multilingual learning pathways at school.
  - to connect *indoor* and *outdoor* multilingualism.
- **Duration:** from 1.7.2019 to 31.8.2022
- **Outputs of the project:**
  - **Multimodal modules** for teaching and learning through Linguistic Landscapes (coord. Joana Duarte);
  - A series of **Tutorials** (based on “how to” pedagogical and methodological questions) and **Podcasts** (sharing teachers' and students' experiences with linguistic landscapes) (coord. Melinda Dooly);
  - A **App** for mobile learning (with games co-created with kids) (coord. Mónica Lourenço);
  - **Guidelines** for (language) teachers and curriculum developers (coord. Sílvia Melo-Pfeifer).



# Bridging the gap between monolingualism, multilingualism and plurilingualism in the classroom

*“We were disappointed with the amount of signage in Frisian, since we are in Fryslân! Especially the ‘Leeuwarden’ signs, because why not use ‘Ljouwert’?”*

(Dutch students participating in the LoCALL activity “taaldetektive”)

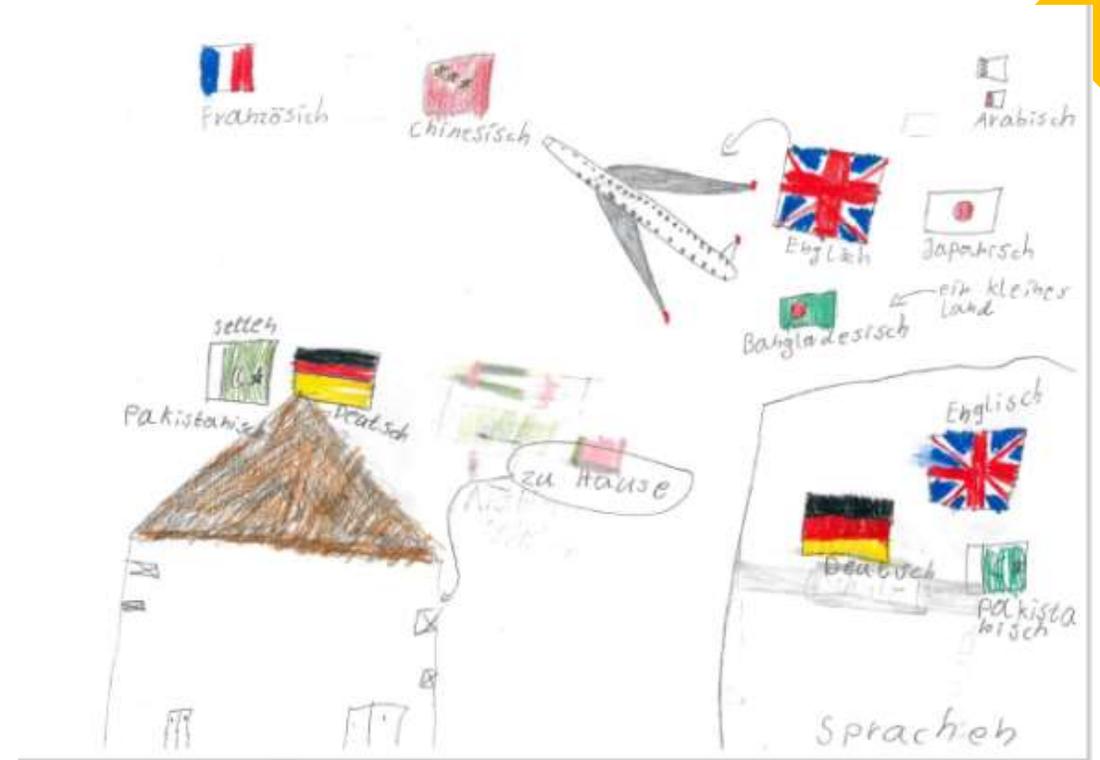


# Bridging the gap between monolingualism, multilingualism and plurilingualism in the classroom

Compare the linguistic biographies and the imaged LL:

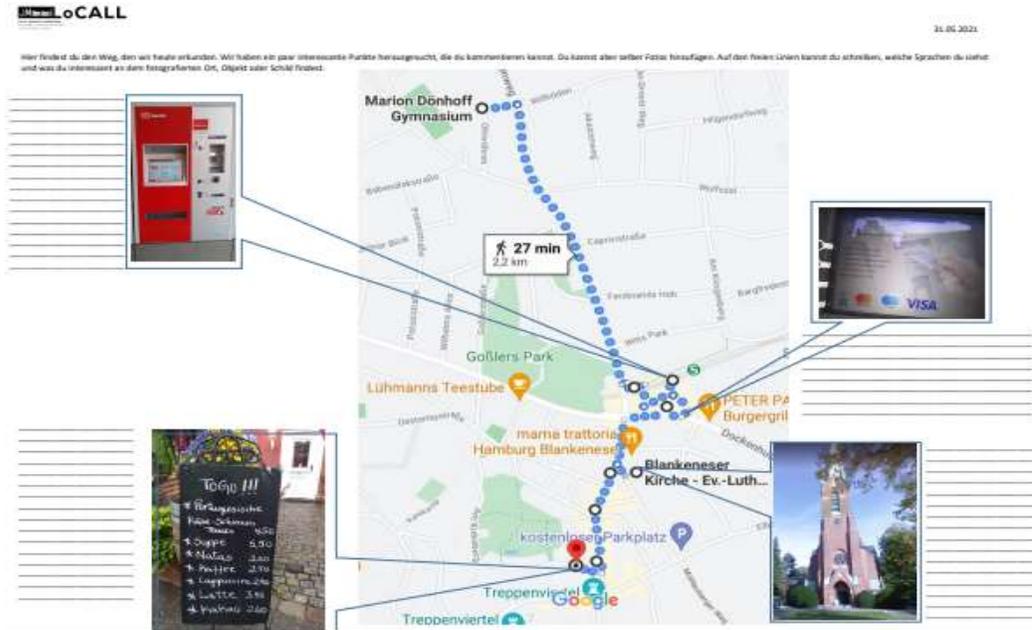


Retrato linguístico de KRA.



Paisaje linguístico de KRA.

# Linguistic landscapes: Bringing together indoor and outdoor learning spaces



- “I learned that it is very important to know at least one of the Latin languages at least a little bit because then you can know many words from other languages in the context”.
- “I [...] saw that some words are similar in different languages”.
- “I learned that I could make up words with the help of other languages I already knew. I also learned that I can learn languages in the city. I learned that I can explore the languages. Other languages help me to understand languages”.



# Linguistic landscapes: Enhancing (Multilingual) Language Awareness

- Where was this picture taken?
- Which languages are visible in the banner?
- How can you explain the choice of these languages?
- Compare the languages chosen for the banner and the presence of migrant populations. Which discrepancies do you notice?
- Find the equivalent translation of “noche” in all languages.



**Residents by Citizenship (31.12.2019)<sup>[21]</sup>**

Country	Population
Total registered residents	3,769,495
Germany	2,992,150
Turkey	98,940
Poland	56,573
Syria	39,813
Italy	31,573
Bulgaria	30,824
Russia	26,640
Romania	24,264
United States	22,694
Serbia	20,109
France	20,023
Vietnam	19,072
United Kingdom	16,251
Spain	15,045
Greece	14,625
Croatia	13,930
Ukraine	13,410
Afghanistan	13,301
China	13,293
Bosnia & Herzegovina	12,291
Austria	11,886
Other Middle East and Asia	88,241
Other Europe	80,807
Africa	36,414
Other Americas	27,491
Oceania and Antarctica	5,651
Stateless or Unclear	24,184

# Linguistic landscapes: Promoting plurilingualism for all

## Students

“Overall, we feel that Frisian should be used more in the city because Ljouwert is, in the end, the capital city of Fryslân and welcomes a lot of tourists because of that. Therefore, it is important to show that we are proud of our language and want it to survive.”

## Teacher

‘I would like to see that there would be more Frisian. When you go into villages, in some villages you see it a lot. I am even part of a facebook group, ‘Frysk op’e Dyk’. Which is from the Afûk, and it has pictures of signs, and things, that are also Frisian and Dutch. And I think that should be more. Information signs, at institutions, and things like that there could very well be some Frisian.’ (Teacher in The Netherlands, after implementation of LoCALL LL Modules)

(Examples from the LoCALL activity “taaldetektive”)

# Linguistic landscapes: Challenging common assumptions about multilingualism and plurilingualism

'I would use all the senses to describe/feel LL, we could explore the hearing, the tastes, the thickness, the softness, the stiffness, the smells, the movements... everything that could be felt...!'

A call to embody multilingualism in our 'experiencing body' (Pink, 2015)

'[w]hile we talk a lot about our diversity, our diversity's languages are not visibly and visually represented within our walls.'

A call to close the gap between talking and acting

# Linguistic landscapes: Challenging common assumptions about multilingualism and plurilingualism

'I miss indigenous languages and especially what you call "invisible languages", because I imagine that in working with plurilingualism there is still no specific space for "sensory languages"' (my translation).

A call to decentralize and decolonize research on LL and on multilingual pedagogies, embracing precolonial languages, and a call to develop a more inclusive perspective on those topics (a call to include languages and people from the margins, traditionally excluded from the studies on multilingualism) (Pennycook & Makoni, 2020).

# Wrapping up: LL support the implementation of multilingual pedagogies by...

- Bridging the gap between monolingualism, multilingualism and plurilingualism in the classroom;
- Bringing together indoor and outdoor learning spaces, thus promoting a more holistic language education;
- Enhancing (Multilingual) Language Awareness, as a key to develop the plurilingual competence;
- Promoting contact with multilingualism for all and develop the plurilingualism of all students... and teachers;
- Allowing teachers and students to challenge common assumptions of what counts as multilingualism and plurilingualism.

# Why don't you need to be a super hero?

## Trust the student

- Students bring previous linguistic knowledge to the classroom;
- Students are usually motivated to learn (about) languages;
- All students establish contact with languages outside the school.

## Trust the context and the environment

- Linguistic policies in Europe are on your side;
- Curriculum is not a prison, but presents spaces for freedom;
- Materials are available in several platforms (FREPA on pluralistic approaches, METLA for crosslinguistic mediation, ...);
- Environments are multilingual (even the schoolscapes, homescapes, ...).

## Trust (your peer) teachers

- Teachers usually have positive attitudes towards multilingualism and multilingual pedagogies (Schröder-Sura & Melo-Pfeifer, forth.);
- Other teachers want to know more on how to support students' plurilingualism and engage with multilingual pedagogies;
- Build up a community of practice in your school or join an on-line one;

## Trust yourself

- You are not monolingual;
- Establish "alliances" with other teachers at your school who want to establish multilingual pedagogies (ex: observe each other classes);
- Hear what students have to say on their previous formal and informal language learning experiences (visual linguistic biographies).

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FOR GLOBAL LANGUAGE EDUCATION

IN THE SCHOOL CONTEXT



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