WHAT DO TEACHERS NEED TO KNOW ABOUT *MULTILINGUALISM* AND *MULTILINGUAL PICTUREBOOKS*

Nayr Ibrahim

Torino, 28 November 2022

SESSION AIMS

Engaging own multilingualism

Understanding multilingualism: Theory

Understanding multilingualism: Practice

Multilingual Picturebooks in ELT

Conclusion

MULTILINGUALISM IN THE WORLD

24

6000-7000

Over 300

18,3%

11

1 + 2

40%

4 – 5

54%, 25%, 10%

6

Between 280 and 290

Dad comments favourably on his roast veal: '*A vitela assada está muito boa*.'

I turn to my husband: 'My dad likes the *vitela.* What do you think?'
My husband replies: 'Umm… It's really good.'

Then turning to my brother-in-law, he says, '*El bitelo helw* (The veal is good).
'*Aiwa*,' (Yes) he agrees and turns to my sister.

'*Tu veux goûter le veau – c'est très bon ici*.'' (Do you want to try the veal – it's very good here)

'*Posso provar a vitela?*' (Can I try the veal?) my sister asks my mother as she stretches towards the veal platter for a taster.

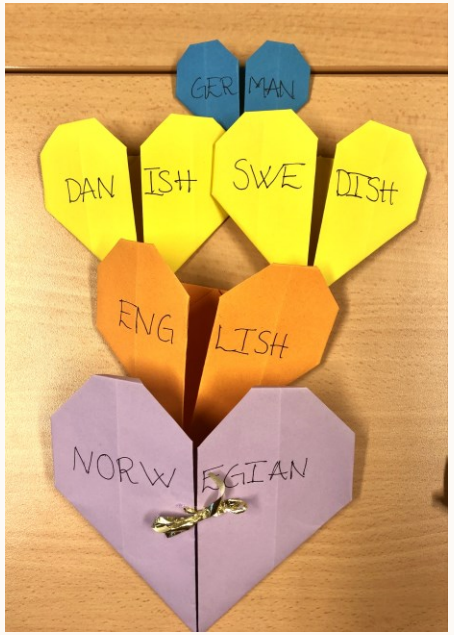
I turn to my son: 'Karim, do you also want some *vitela?*'
'No, *c'est bon*, my *steak frites's* fine. (No, it's OK, my steak and chips are fine).

No wonder the waitress, hovering with a puzzled look on her face, finally mustered the courage to ask: '*Voçes estão a falar quantas línguas?*' (How many languages are you speaking?).

YOMGABOSISEKO
THETHOSISEKELO
KHOTO YA VUMBUWA
KANTOLO YEMTSETFOSISEKELO
GOROTSHEKO YA MOLAOTHEO
HOTHO YOMTHETHOSISEKELO
CONSTITUTIONAL COURT
LA DINYEWE LA MOLAOTHEO
KHOTHE YA NDAYOTEWA
KONSTITUSIONELE HOF
SHEKELO YA MOLAOTHEO

MULTI VS TRANS

Celebratory multilingualism (Berthele,



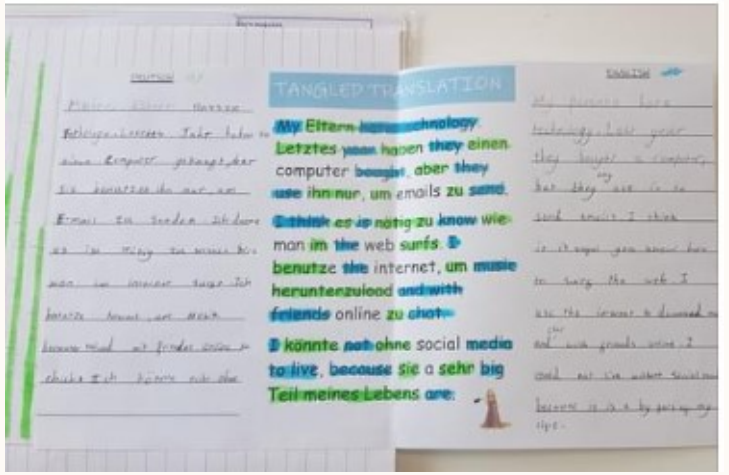
Multilingualism:

refers to the presence in a geographical area, large or small, of more than one 'variety of language' i.e. the mode of speaking of a social group whether it is formally recognised as a language or not; in such an area individuals may be monolingual, speaking only their own variety. (Council of Europe (2007)

Deficit view of multilingualism (Cummins, 2005)

Translingualism:

"communication transcends individual languages"; and "communication transcends words and involves diverse semiotic resources and ecological affordances" (Canagarajah, 2013)



MONOLINGUALISING PROCESSES - MYTHS

https://www.britishcouncil.org/voices-magazine/few-myths-about-speakers-multiple-languages
https://www.britishcouncil.org/voices-magazine/few-more-myths-about-speakers-multiple-languages

the future is a multilingual one

(Paris and Alim, 2017: 6)

MULTILINGUALISM *WAS, IS, WILL BE* THE NORM

I speak Spanish to God,
Italian to women,
French to men, and
German to my horse.

(Charles V, Holy Roman Emperor, 16th century)

HISTORICAL MULTILINGUALISM: ANCIENT TIMES

García (2009: 13) quotes Mackey (1978: 2-3), who describes the unearthing of sixteen thousand 4,000-6,000-year-old bilingual tablets in Aleppo, Syria, used for educating children to read and write in Eblaite (a language spoken in ancient Mesopotamia) and Sumerian.

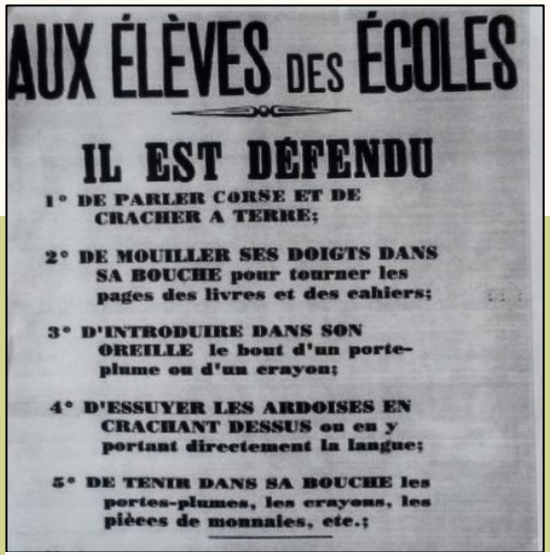
Homer's *the odyssey*, where he described crete as 'boasting ninety cities, language mixing with language side-by-side.' (Homer, book 19, ll. 172–175; cited in the 1996 translation by robert fagles).

ROSETTA STONE 196 BC: HIEROGLYPHIC, DEMOTIC, AND GREEK.

MONOLINGUALISING PROCESSES: LINGUISTIC BULLYING (HELLER, 1995)

PUNISHMENT

20th century Wales

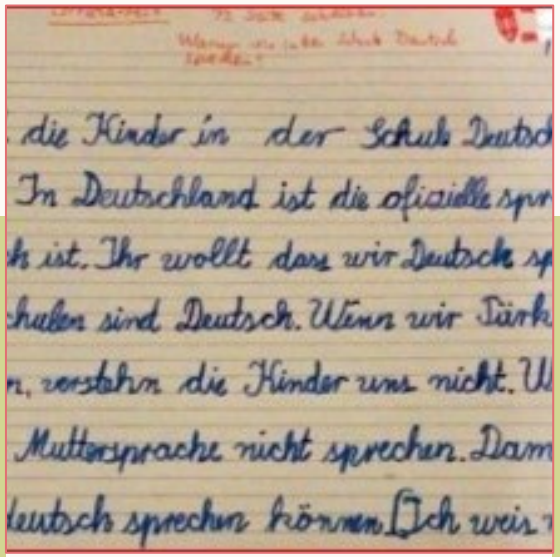


POSTER IN FRENCH SCHOOL

20th century Corsica

KINDERGARTEN

2014, Luxemburg



TURKISH STUDENT

2020, Germany

DEMONOLINGUALISING PROCESSES: INCLUSIVE

DEMONOLINGUALISING PROCESSES: CONTEXT-SPECIFIC FACTORS

Bruno Catalano – *Voyageurs* - in Marseilles

- **Intermarriage**
  - OPOL (one person, one language approach)
- **Migration**
  - ML@H (minority language(s) at home approach)
- **Education**
  - community/heritage language programmes, dual-language schools, international sections in France, CLIL, after school language programmes
- **Bi- or multilingual communities**
  - Switzerland, South Africa, India, Paris

DEMONOLINGUALISING PROCESSES: UNDERSTANDING MULTILINGUALISM

EARLY DEFINITIONS OF MULTILINGUALISM

- kind of multiple bilingualism (Haugen, 1956: 9)
- all definitions can in principle also be broadened to accommodate multilingualism (Skutnabb-Kangas, 1981: 81)

SEPARATION FROM BILINGUALISM

- Not only is the phenomenon quantitatively bigger and more complex, but it is also qualitatively different and not just an aggregate.' (Hoffmann and Ytsma, 2004: 14)

COMPLEX, DYNAMIC, MULTIDIMENTIONAL

- whole linguistic repertoire' of the multilingual, which is 'dynamic, uneven, creative, soft, multidirectional, and an additive process in education' (Cenoz, 2013: 12-13)

DEMONOLINGUALISING PROCESSES: LANGUAGE USE OF MULTILINGUALS

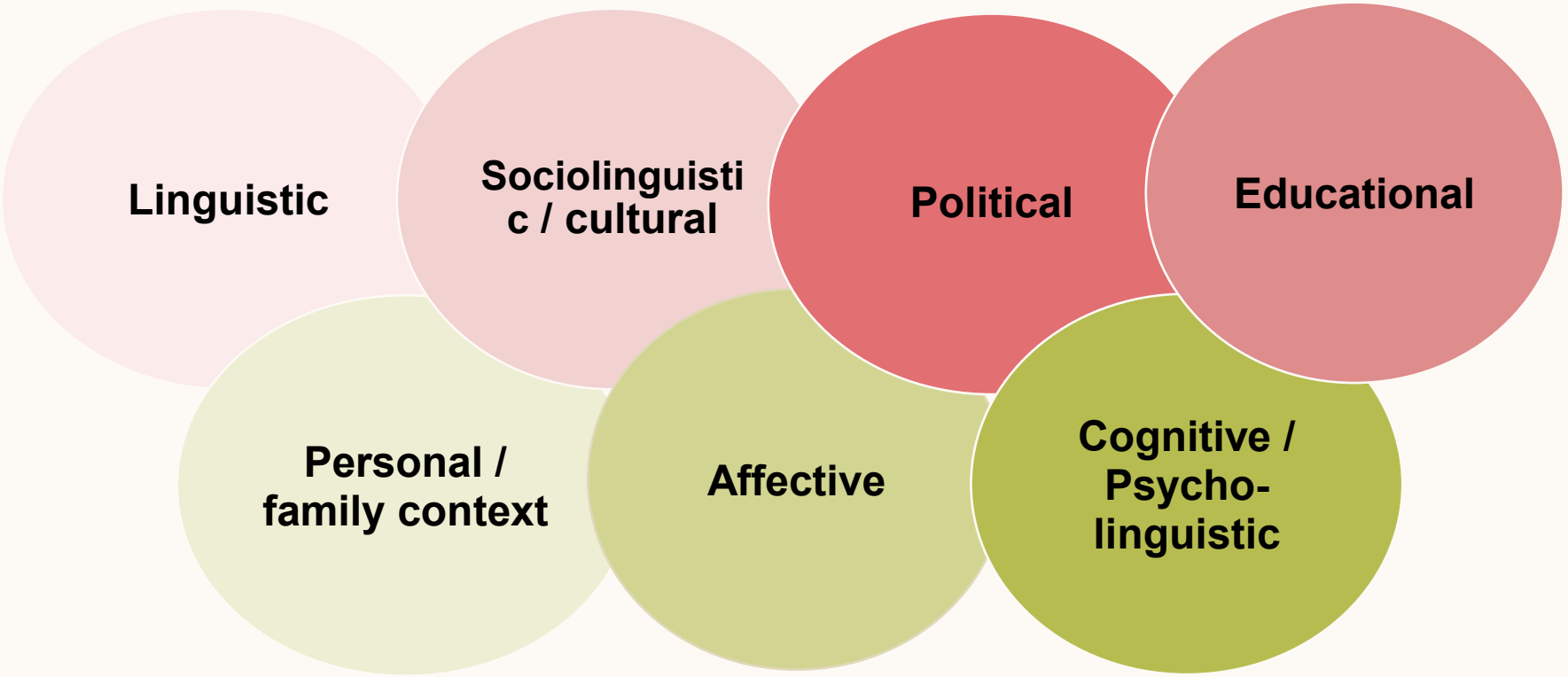
L1/mother tongue language

(Portuguese)
(English)

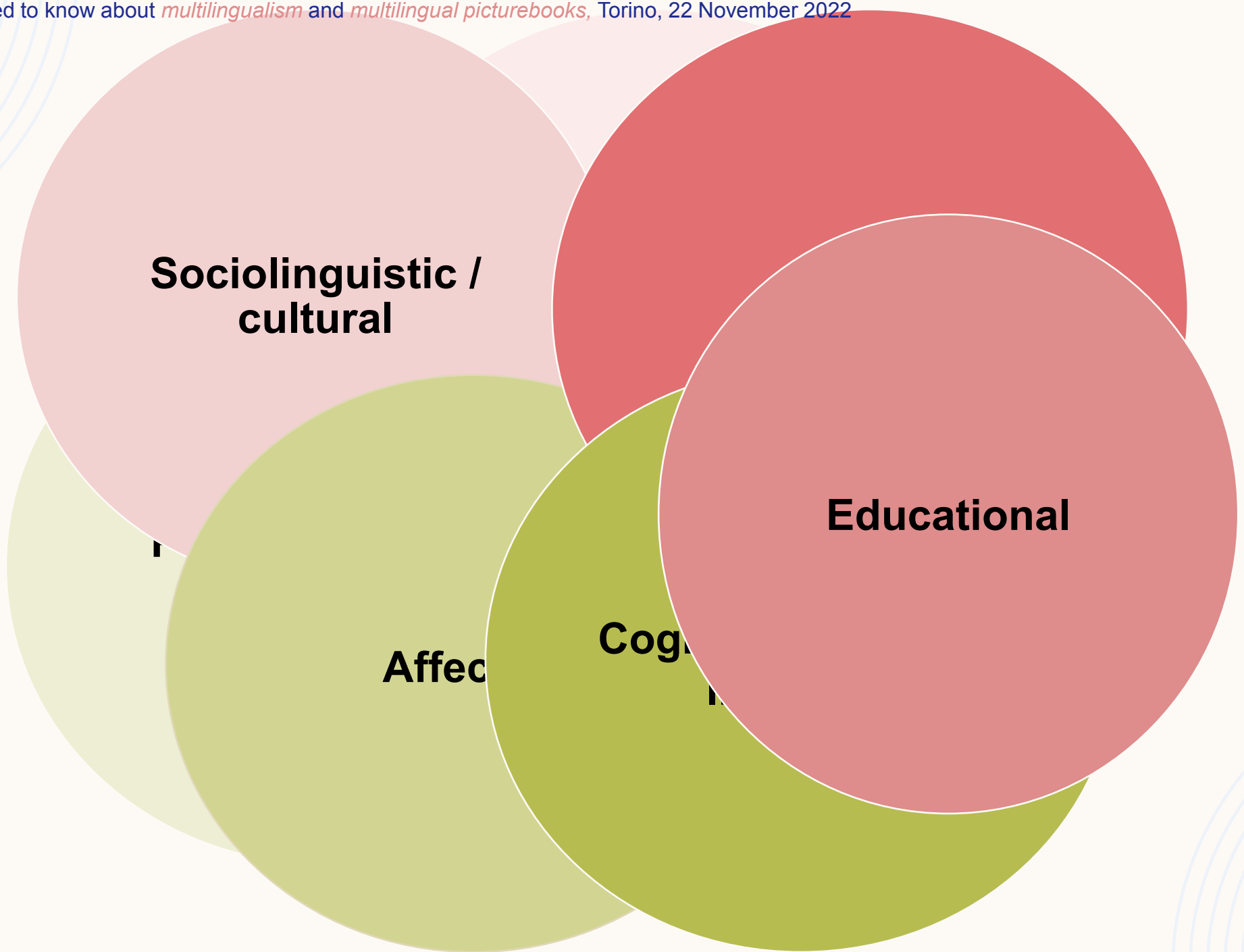
Portuguese
English
French
Afrikaans
Italian
German
Arabic
Spanish
Norwegian

second

DEMONOLINGUALISING PROCESSES: COMPLEXITY



Ibrahim, 2022


Sociolinguistic / cultural
Educational
Affec
Cog

HOLISTIC APPROACH (CENOZ & GORTER, 2015)

dynamic and *simultaneous multiplicity*

where multiple languages are learnt in a non-linear, non-chronological order, with multiple and concurrent interaction contact points that depend on frequency, context and need of use. (Ibrahim, 2020: 27)

DEMONOLINGUALISING PROCESSES: CHILDREN'S LINGUISTIC RIGHTS

Article 30

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right

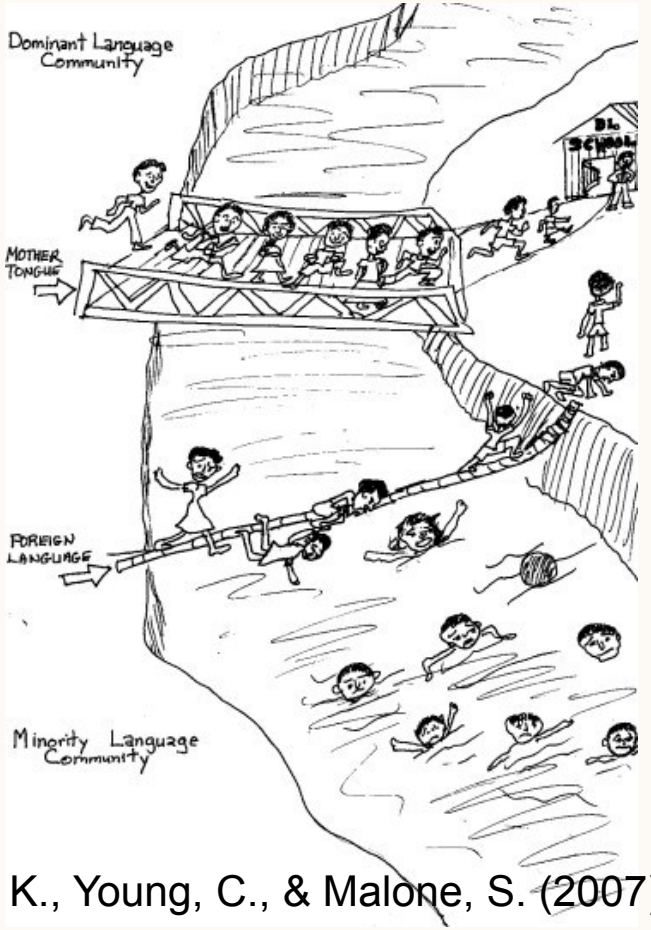
(UNCRC, 1989)

DEMONOLINGUALISING PROCESSES: FROM THE L1 TO CHILDREN'S LANGUAGES

tabula rasa by teaching with a monolingual approach

(Galante, 2020, p. 240)

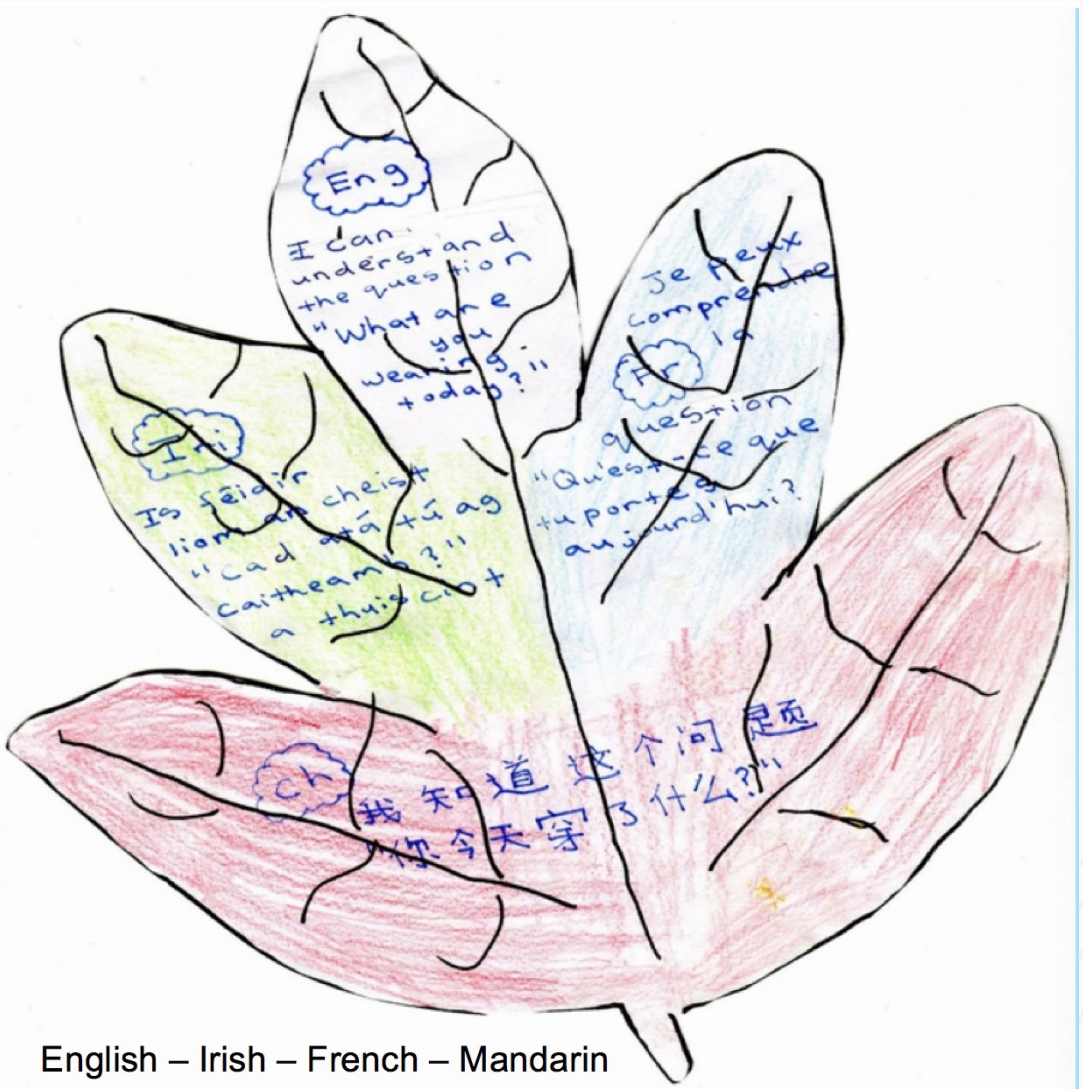
is built upon previous learning, and the most significant resource that learners can bring to the language learning task is their existing linguistic knowledge – a substantial portion of which consists of knowledge about their own language (Kerr, 2014, p.14).



Kosonen, K., Young, C., & Malone, S. (2007).

LANGUAGE TREE: ROOTS AND LEAVES

(KIRWAN, 2009)

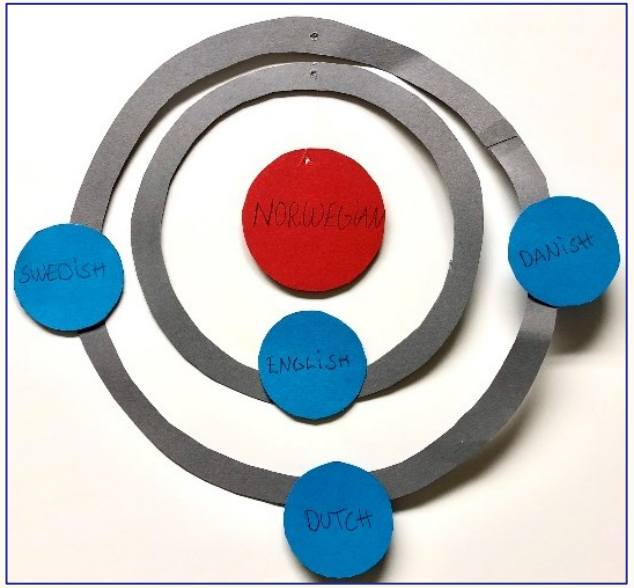


English – Irish – French – Mandarin

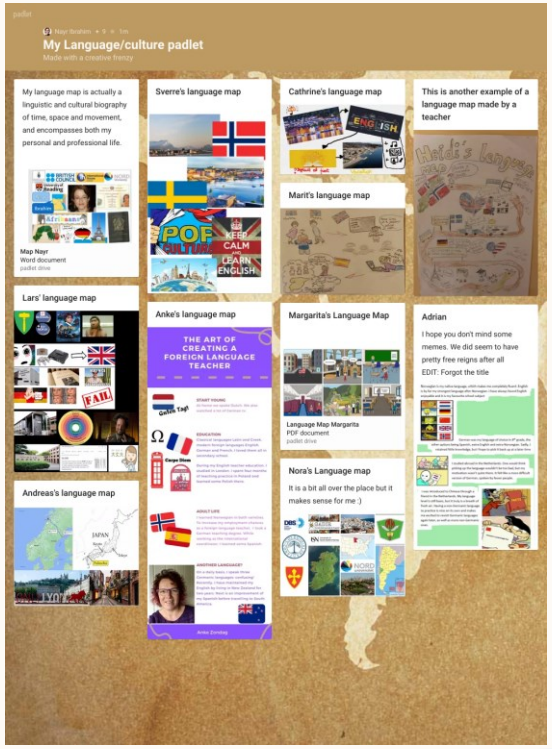
DISCOVER YOURSELF AND YOUR CLASS: IDENTITY TEXTS

Nayr's language silhouette

In-service teacher's language map



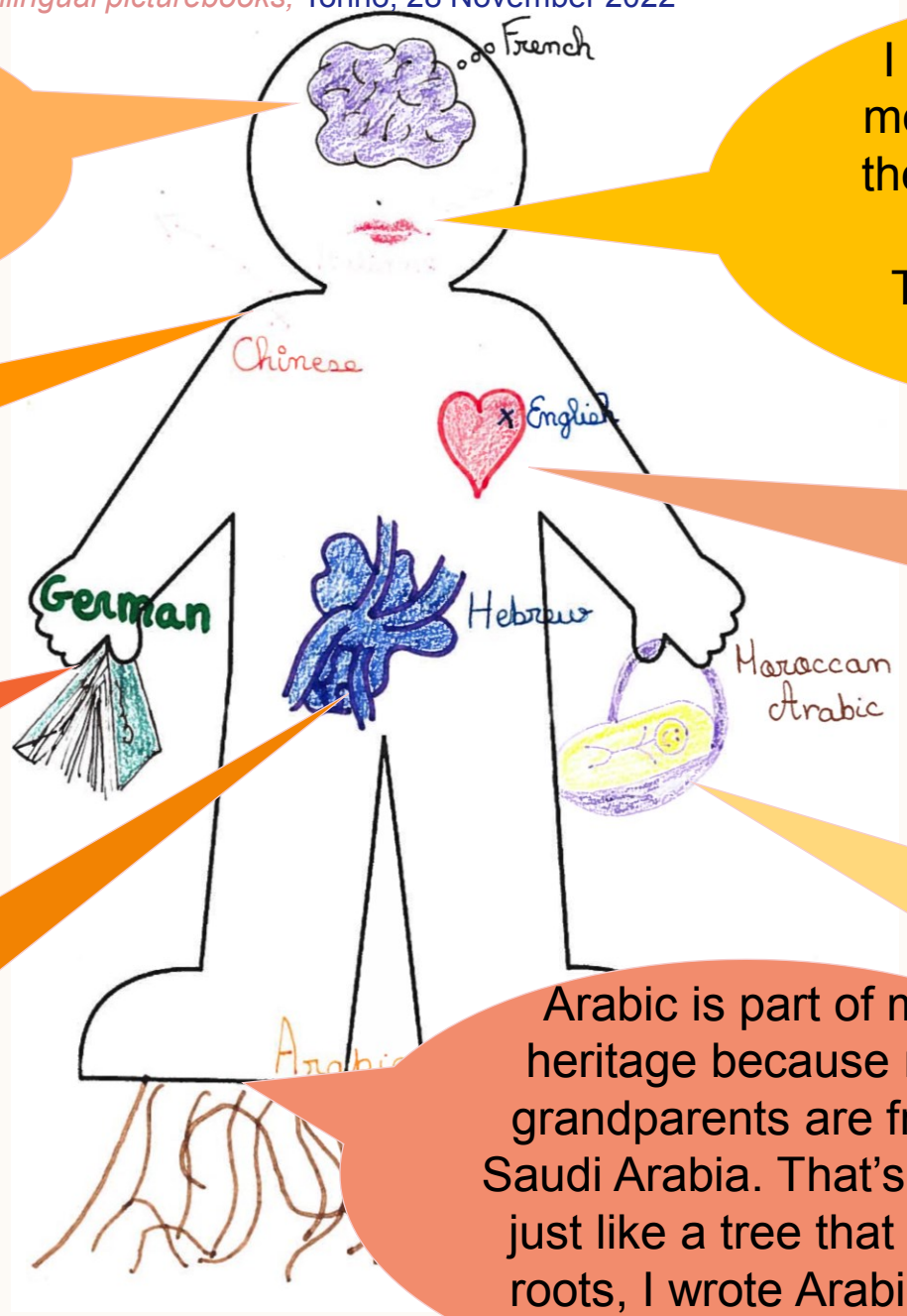
MA Grades 1-7 preservice teacher's DLC artefact



MA Grades 5 -10 pre-service teachers' multilingual padlet wall

I put French where my brain is. Indeed it is the first language I have learnt and I use it every day to think and to write and to speak.

I think Italian is one of the most beautiful languages in the world. I go to Italy every summer since I was 5. That's why I put Italian in the place of my mouth.



I wrote Chinese on my shoulder as a metaphor to say I had left it behind.

I put English at the place of my heart, because it is my emotional and imaginative language.

I put German 'in my hand' because for me hands represent the orders, and I was indeed forced to study German at school.

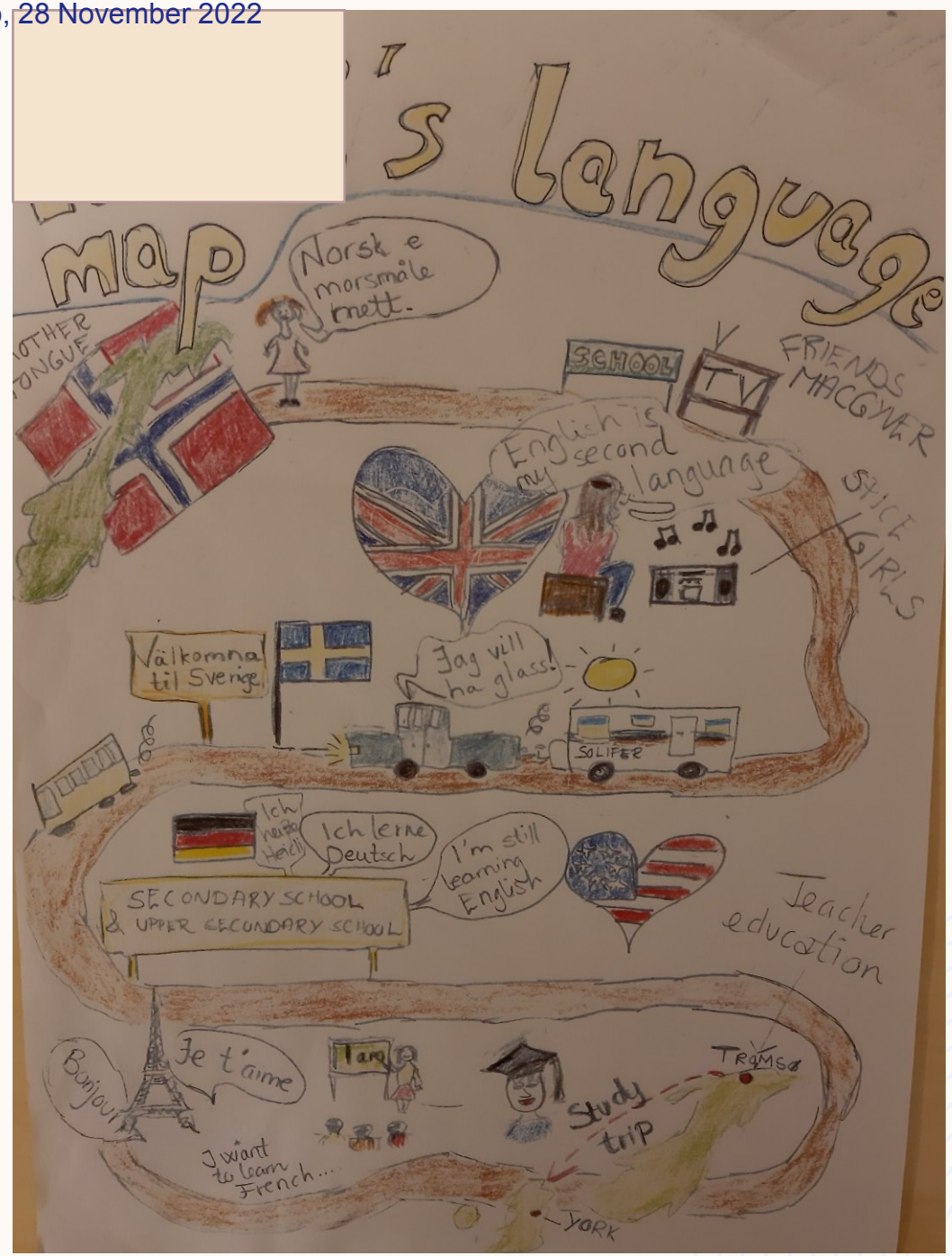
Moroccan Arabic is in my other hand, the one that makes us feel safe and peaceful, just like my mom, who comes from Morocco.

I wrote Hebrew near my tummy because I'm Jewish, so Hebrew is deep inside of me

Arabic is part of my heritage because my grandparents are from Saudi Arabia. That's why, just like a tree that has roots, I wrote Arabic at the place of my feet.

Krumm & Jenkins 2001

Language Map.
Norwegian baby
Mother tongue
Primary school
English is my 2nd language
Wii
Nintendo DS
Tablet
3DS
Plane to Gran Canaria
Spanish
Hola
Español
Middle school
(also learnt a little russian on duolingo (as a joke)).
And more english
I want to learn more english
British and...
More spanish!
High school ++
And english!
American!
To be continued...


map
's language
Norsk e morsmåle mett.
SCHOOL
TV
FRIENDS
MAGGYAR
STICK GIRLS
English is my second language
Välkomna til Sverige
Jag vill ha glass!
SOLIFER
Ich liebe Deutsch
I'm still learning English
SECONDARY SCHOOL & UPPER SECONDARY SCHOOL
Teacher education
Bonjour
Je t'aime
Study trip
TROMSØ
I want to learn French...
YORK

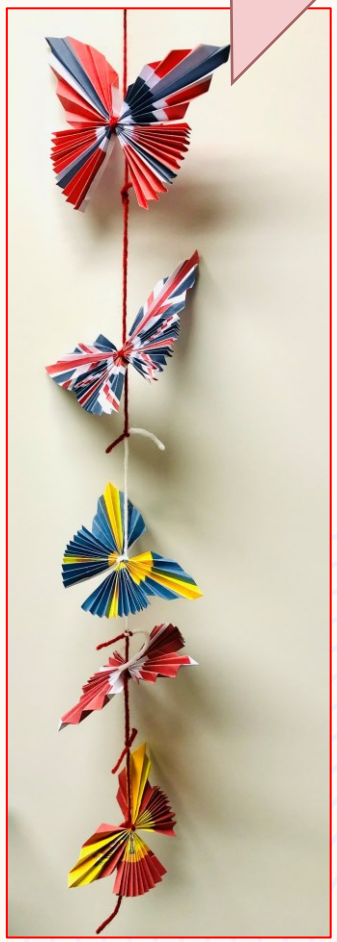
DLC ARTEFACTS (IBRAHIM, 2022)

Danish and Swedish, are in a paler shade of green as I do not have a strong relationship with these languages.

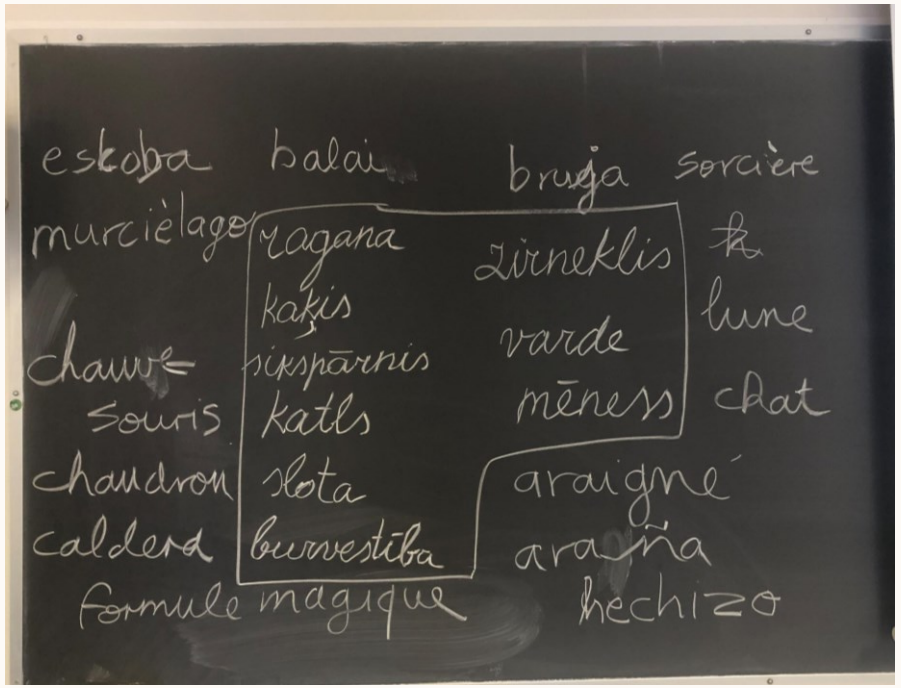
I wanted them to be in different sizes because of how well I know and understand the languages.

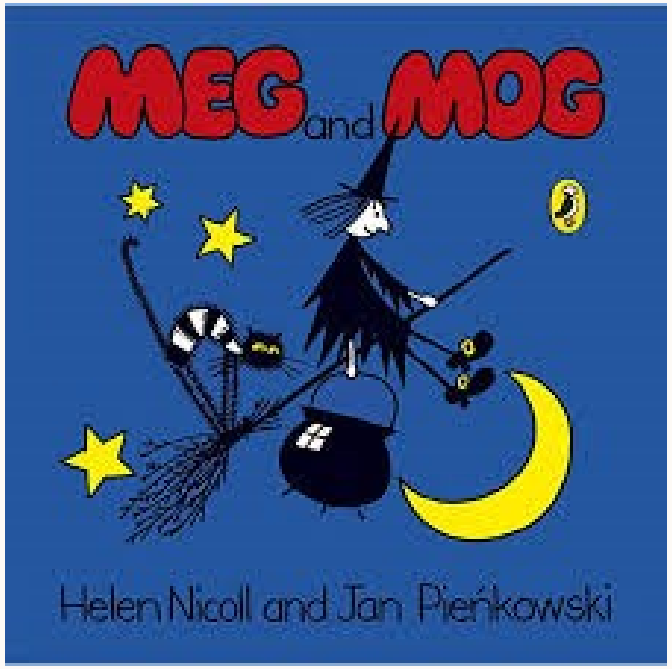
Russian is associated with my father, who consciously encourages our written and spoken conversations to be in Russian.

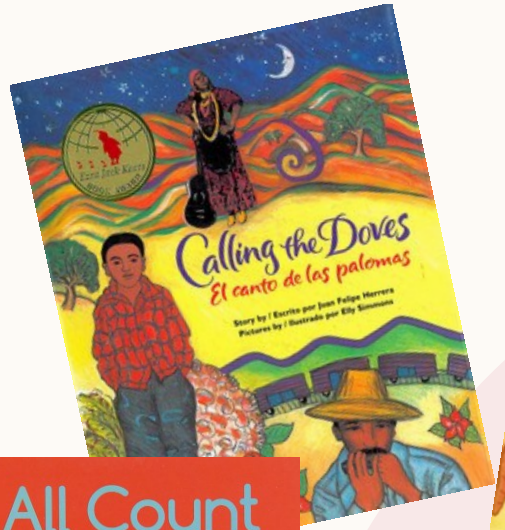
Butterflies are beautiful and I think languages are too.

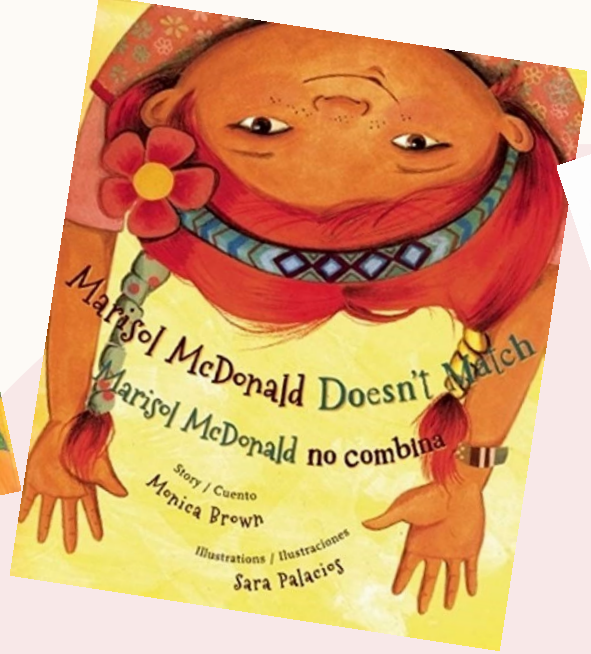


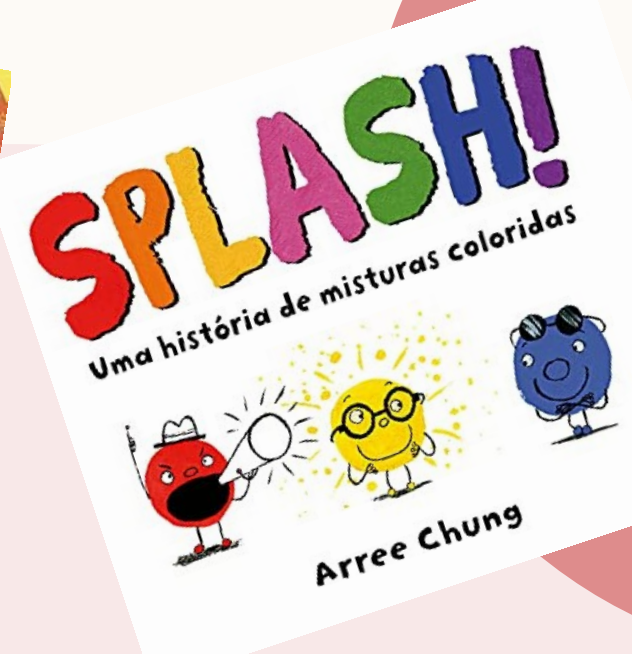
DEMONOLINGUALISING PROCESSES: FROM CHILDREN'S LANGUAGES TO LINGUISTIC DIVERSITY

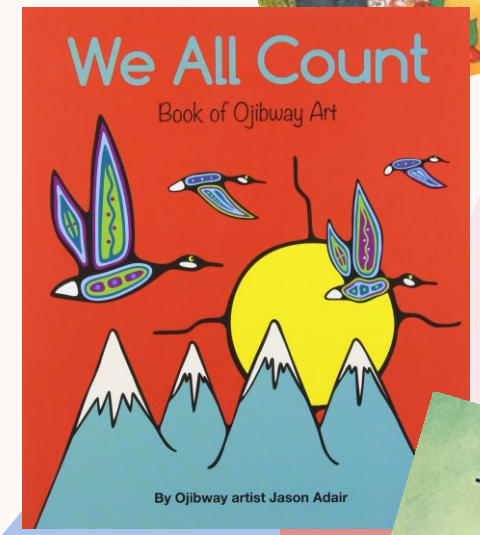




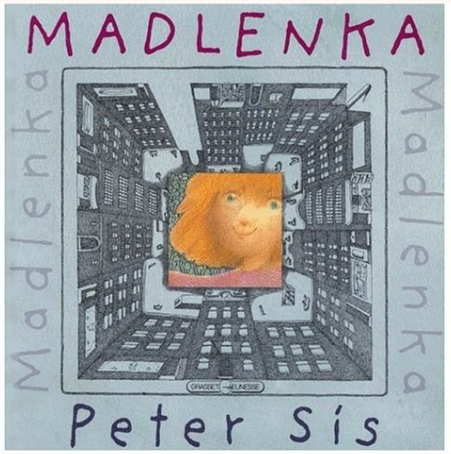


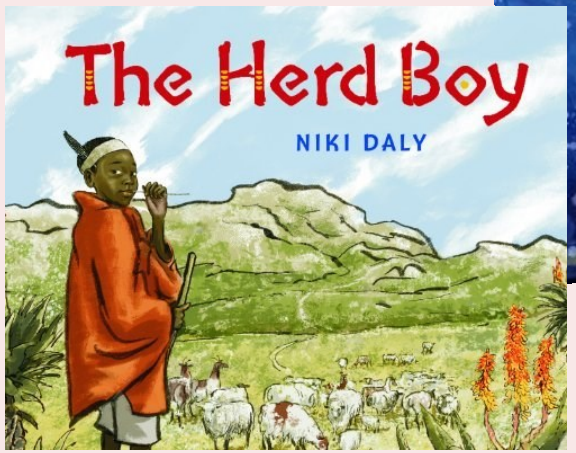






MULTILINGUAL PICTUREBOOKS





DEFINITION OF DUAL LANGUAGE BOOKS

Dual language books offer the same narrative in two languages, typically English and another target language, with illustrations to link visual and textual representations.

(Naqvi, Thorne, Pfitschordstokk, & McKeoughat, 2013, p. 4)

DUAL LANGUAGE PICTUREBOOKS

‘polyphonic’ (Morgado, 2019, p. 173) resource

a linguistic landscape that ‘reflects the relative status of languages, attitudes towards the languages’ (Daly, 2018, p. 558).

‘as multimodal representations of reality’ (Morgado, 2019, p. 165)

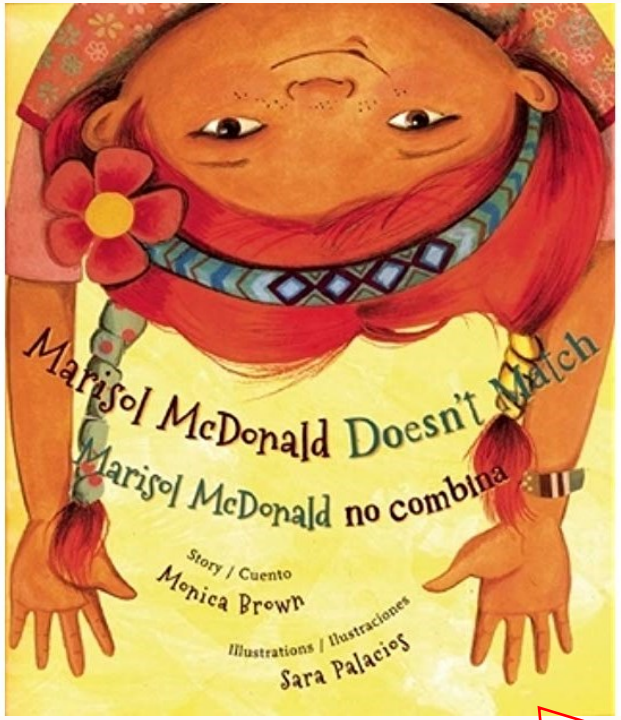
‘enact the intercultural encounter’ (Hartmann, 2021, p. 92)

‘relationship between the picture and words is determined by diverse visual codes on the one hand and interconnection of two different languages and scripts on the other hand’ (Kümmerling-Meibauer, 2013, p. 13)

‘the encounter with an unknown language and script supports the experience of alterity (or “otherness”) already emphasized by the cultural allusions in the images’ (Kümmerling-Meibauer, 2013, p. 18).

English lessons become a trampoline for discussions about cultural and linguistic diversity, making languages visible, welcome and a factor in children's well-being

fosters multilingual awareness and foregrounds fluid translingual communicative practices



develops children's understanding of the complex, multidimensional and dynamic nature of living multilingually

(Ibrahim, 2020)

a bilingual(North Sami/Norwegian picturebook as a conduit for linguistic cultural diversity and indigenous knowledge

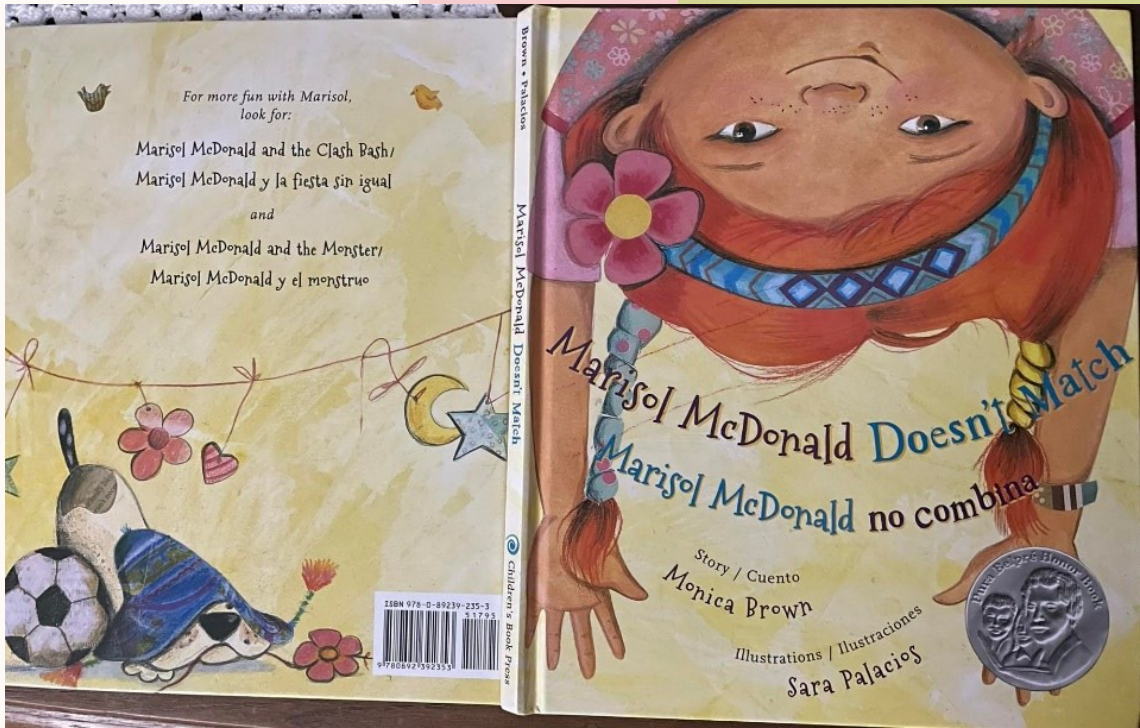
position indigenous voices as relevant to today's social, global, environmental and gender issues

forging connections with indigenous lived experiences across borders

language-consciousness approach (Ibrahim, 2020; Husband, 2019)

(Ibrahim, 2022)

VISUAL AND PERITEXTUAL PONDERINGS: FRONT AND BACK COVERS



(Ibrahim, 2022)

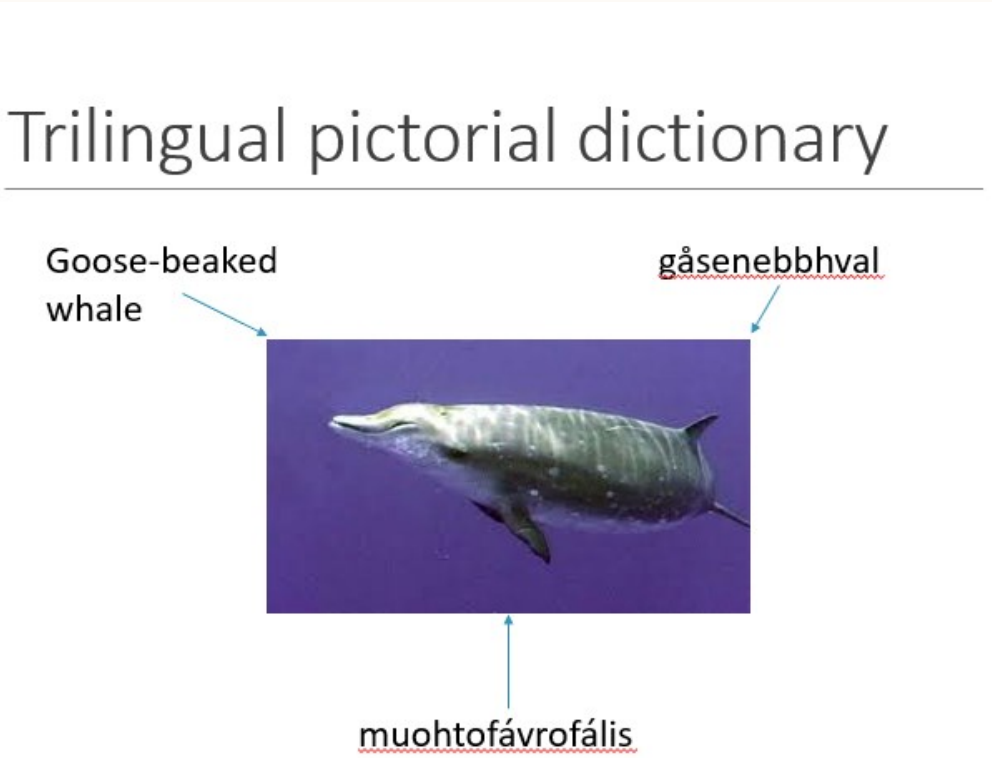
VISUAL AND TRANSLINGUAL POSITIONING: FRONT AND BACK COVERS

Visual translanguaging / Transvisualising

VISUAL & TRANSLINGUAL POSITIONING: TRANSLINGUAL PRACTICES

Intercomprehension

Norwegian	Sami	English
laboratoriet	laboratoria	The laboratory
e-post/ mail	epoastta	E-mail
tatoveringen	tatoverema	Tattoo
Meter	Methera	Meters
Norge	Norgii	Norway
kompasset	Kompassa	compass
Plast I havet	plastihkaid	Plastic in the ocean
million	milljovnna	million
teknologien	teknologias	The technology
kaia	kaja	The dock



VISUAL & TRANSLINGUAL POSITIONING: TRANSLINGUAL PRACTICES

‘pedagogical practice where students were asked to alternate between languages for the purposes of receptive or productive use’ (Garcia and Li Wei, 2014, p. 20)

Translanguaging

Task 1: Summary

Write a summary of the story in the picturebook *Ábiid plástihkat / Plasten i havet* in English. Write between 200 and 250 words.

We meet two Maori scientists from New Zealand called Aihe and Whina. Aihe is an expert on whales and Whina is an expert on krill. The two scientists are invited to a conference in Gamvik in Norway to speak about plastic in the ocean. The reason they are invited is because a goose-beaked whale has been stranded on a beach in Gamvik, which is strange as they typically are tropical whales. They will be the first Maori scientists to travel that far north. The scientists take the ocean road past the Philippines and Japan then up through the Bering Strait to get to Norway. They observe plastic in the ocean all the way from New Zealand in the south to Gamvik in the north. During the trip they performed many dives to check the state of life under the surface, and they saw plastic everywhere. When arriving in Norway they did research on the stranded whale and found many plastic bags in its stomach. At the conference they spoke about their findings from both the ocean road, and about the plastic found inside the whale. Aihe and Whina mention that single use plastic does the most damage to our planet and

Guessing meaning of words based on morphosyntactic elements (morphology – form of the word) and word order ; (syntax – structure of the sentence) and confirming hypothesis (North Sami is an agglutinative language – highly inflected)

Konferansii Norgii Gáŋgaviikii /

Norgga / Norggas

Island in Bahamassulluin (plural) / Otagosullos (singular)

Gáŋgaviikka muohtofávrofális / Gåsenebbhvalen i Gamvik

VISUAL & TRANSCULTURAL EXTENSIONS: REPRESENTATION

‘But I love green polka dots and purple stripes’

‘speaking Spanish, English and sometimes both’

she has brown skin with hair the ‘colour of fire’

‘peanut butter and jelly burrito’

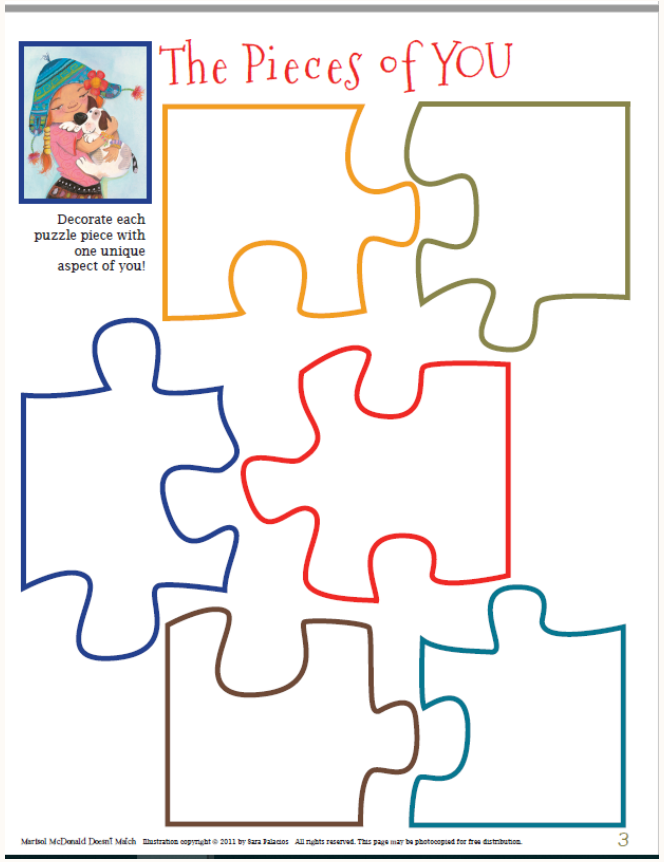
But I like the way *Marisol* McDonald looks.

‘soccer-playing pirates’

(Ibrahim, 2020)

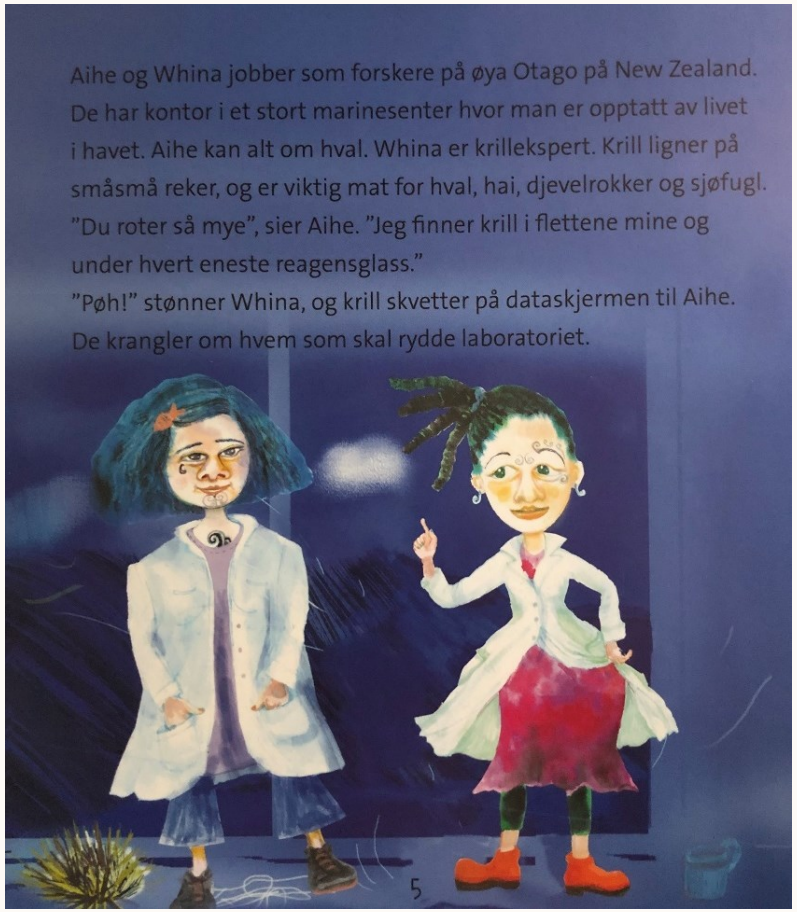
LINGUISTIC AND CULTURAL IDENTITY (IBRAHIM, 2020)

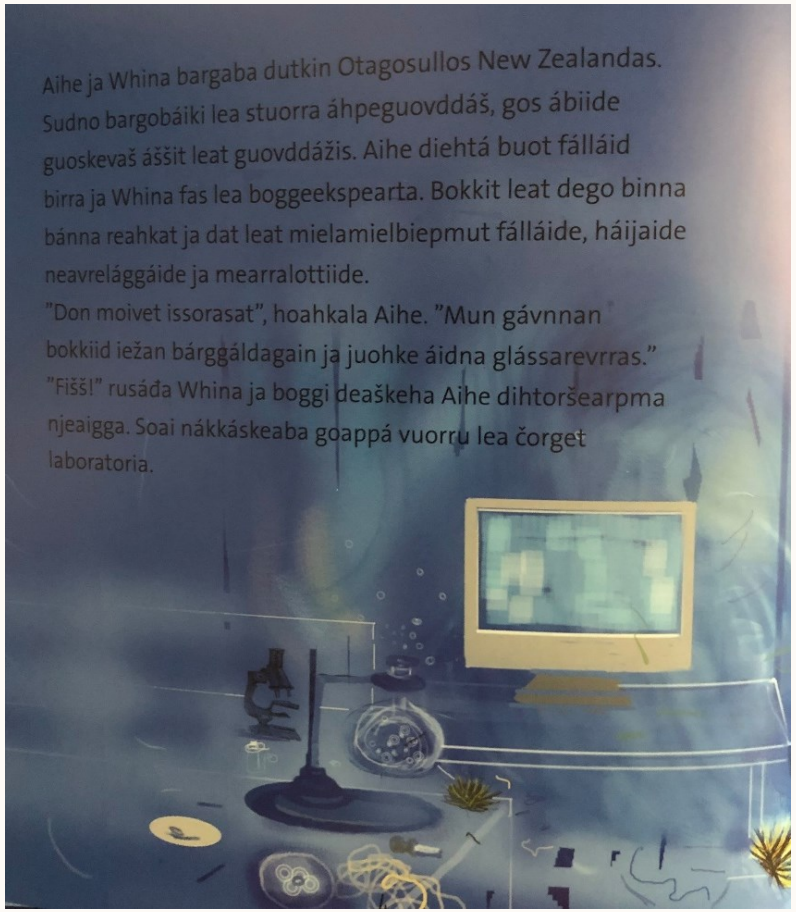
Demonolingualizing the EFL classroom, by including multilingual literature, constitutes an active choice to disrupt and decentre the monolingual status quo.
(Ibrahim, 2020: 29)



(Ibrahim, 2020)

VISUAL & TRANSCULTURAL EXTENSIONS: CRITICAL VISUAL LITERACY



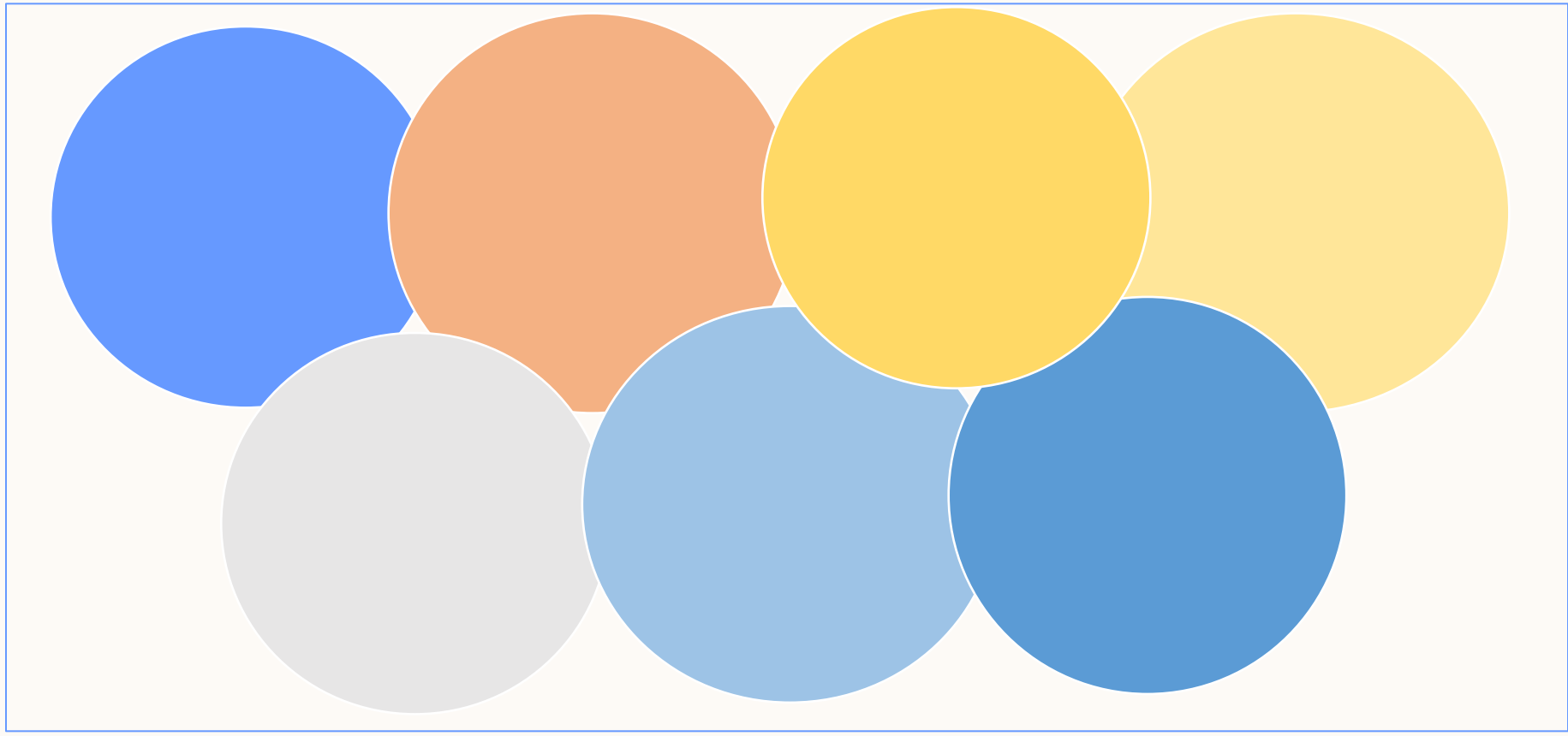


(Ibrahim, 2022)

VISUAL & TRANSCULTURAL EXTENSIONS: IN-DEPTH LEARNING

(Ibrahim & Prilutskaya, 2021)

REFLECT AND REVIEW



THANK YOU

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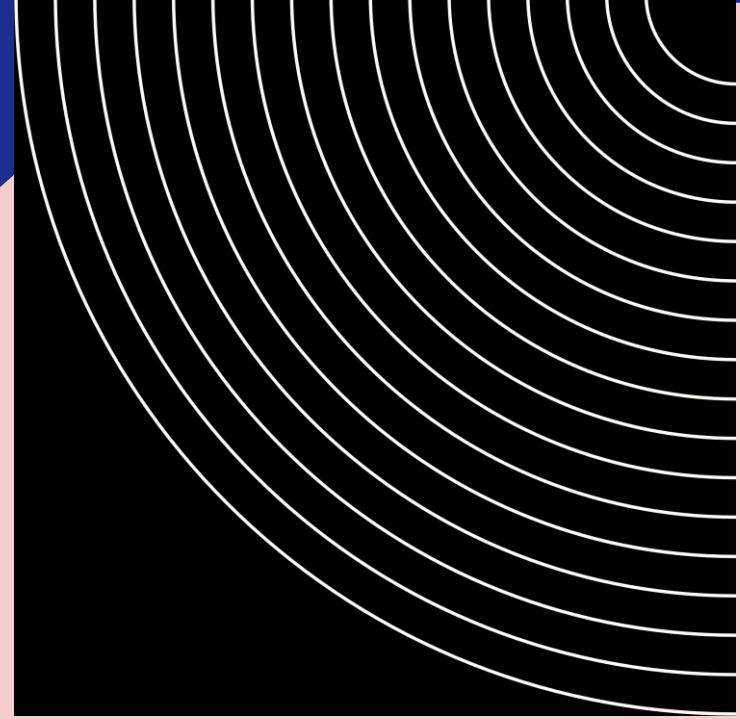

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