

'A pencil for your thoughts': uncovering learners' multilingual experiences using visual mapping

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'A pencil for your thoughts': uncovering learners' multilingual experiences using visual mapping

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Research in Education



**Amsterdam University
of Applied Sciences**



Languages in this group

Which languages do you speak, understand and use?

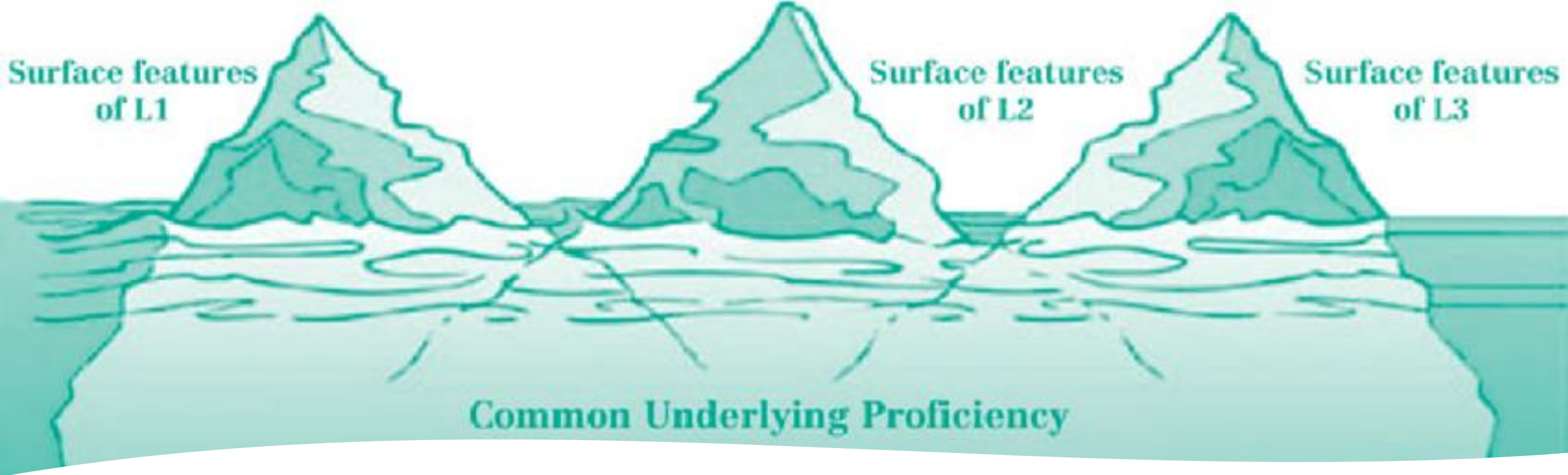
Go to [menti.com](https://www.menti.com) and use code **6906 8889**





Roadmap

- What
- Why
- How
- Your turn
- Student and teacher perceptions: findings



Multilingualism

A single, interrelated repertoire consisting of several languages, dialects, variants and registers that is used, even imperfectly, to *make sense* of the world, to *co-construct* meaning, *include others* and to *mediate* understandings.

(cf. Council of Europe, 2020; García, 2009; Lüdi, 2020)

Multilingualism in bilingual education

All languages a learner knows are **active** during the learning process.

Content learning

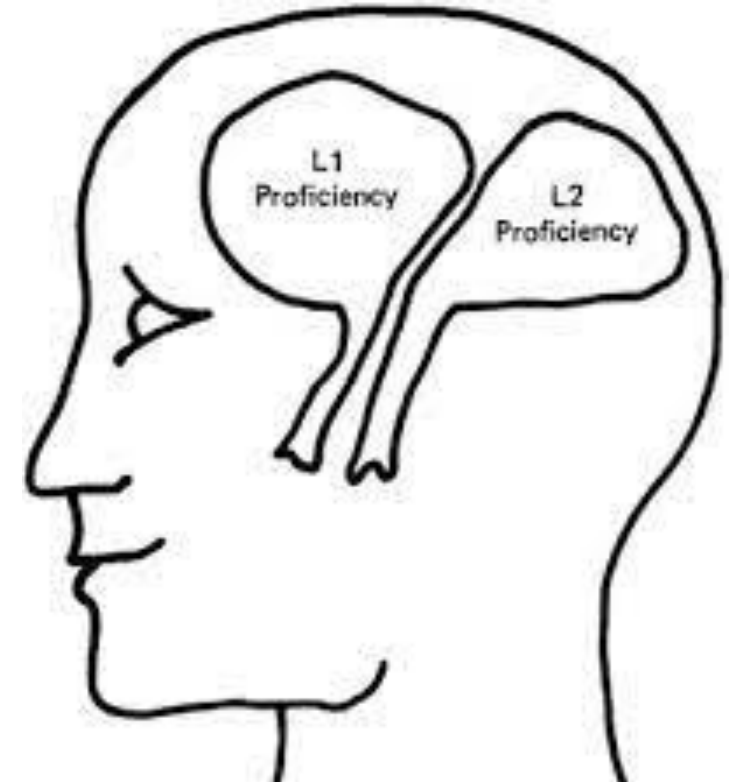
Help maximise understanding, link new knowledge to prior knowledge, aid deeper processing of material, e.g. by

- activating prior knowledge in two or more languages
- alternating languages for input, processing and output production

Language learning

Help develop students' metalinguistic and pragmatic awareness, e.g. by

- comparing and contrasting languages (phonetics, lexis, morphology, syntax)
- stimulating transfer between literacy-related skills and language strategies developed in different languages



e.g. Celic & Seltzer, 2011; Cenoz & Gorter, 2022; Cummins, 2017; Lewis, Jones & Baker, 2012; Tedick & Lyster, 2019

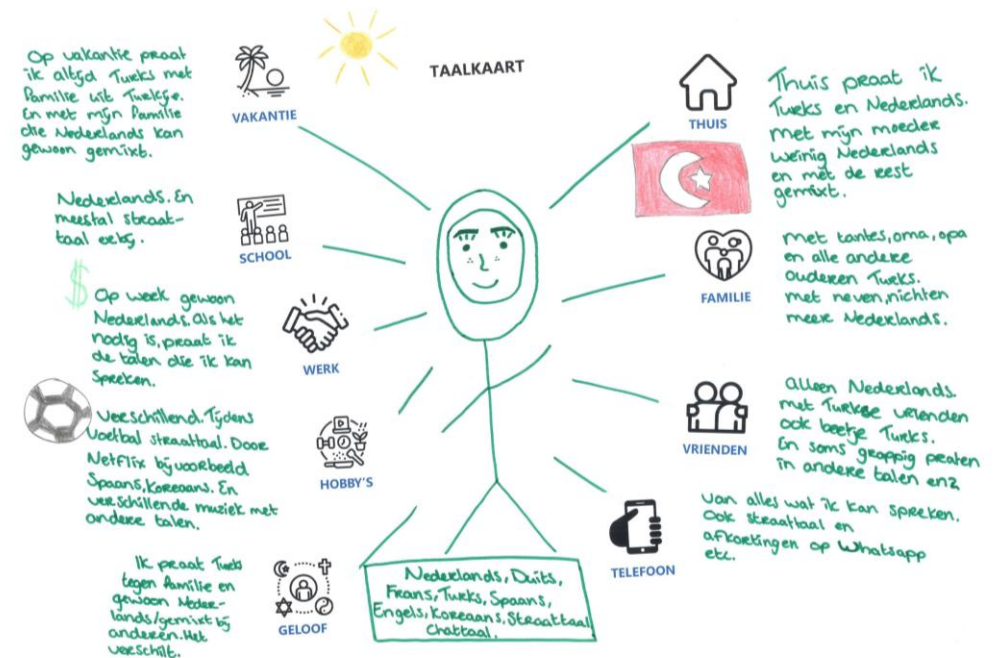
Uncovering multilingual experiences

Visual mapping helps students to

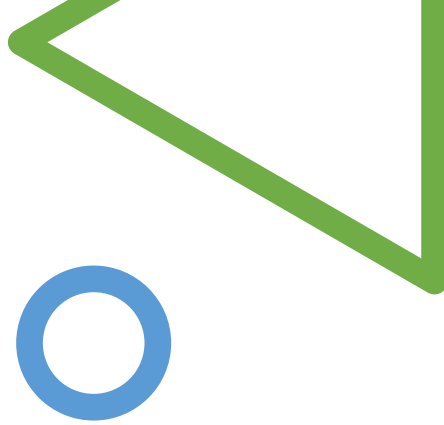
- gather and order thoughts about their experiences in a way that doesn't rely on strong language skills;
- verbalise these experiences in a way that does justice to these;
- places (minoritized) students in the role of potential knowledge-makers.

Reflective discussions help students to

- maintain control over the interpretation of the language map;
- discuss their experiences in more detail.



(e.g. Chik, 2018; D'Warte, 2021; Literat, 2013; Melo-Pfeifer, 2015).



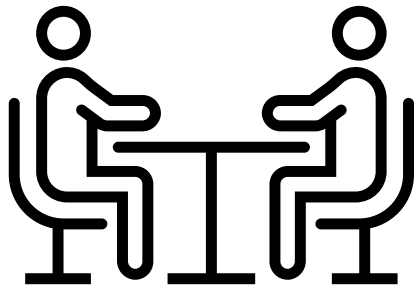
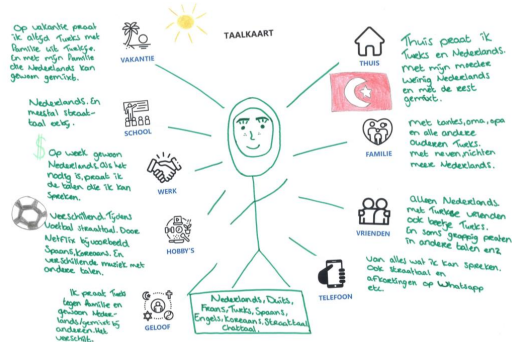
3 Steps

1. Warm up

2. Language map

3. Reflective discussion

4. Exit tickets



Warm up

1. Mentimeter

Which languages do speak, understand and use?

2. Case

Listen and read along with Arin's story.

3. Examples



Aan de ontbijttafel

Switcht tussen talen
(ook binnen zinnen)

Aan de ontbijttafel zit Farah te treuzelen met haar brood. Er gaat geen hap in. Nour, die slaperig een kop koffie achterover klokt, **heeft er genoeg van**. "Eajaluu! Limadha la takul? Straks kom je te laat op school!" Farah gooit haar boterham terug op haar bord. "Ana la ahib kaas! Waarom mag ik niet gewoon syltetøy?" Arin **zucht eens diep**. "Jam is voor in het weekend, Farah. Dat weet je best." En naar Nour: "Ik ben het met je eens, men du trenger ikke å bli så sint!"

Nour en Arin
zijn geïrriteerd.

Language mapping



Think about an average week in your life.

1. Use the stickers and drawing materials to map out **where** and **with whom** you use **which** (types of) language(s).
2. For each situation,
 - Write **why** you use this/these language(s).
 - Give an **explanation** or **example**.
 - Show how you **feel** in this situation (eg. using a smiley).



Reflective discussion



Work in groups of three or four

Show and explain your language map to the group.

Talk to each other about

- **why** you speak certain languages or switch between languages in certain situations.
- how you **experience** this. Is it fun? Convenient? Difficult? Uncomfortable??
- how you think **others** might perceive you speaking another (kind of) language.

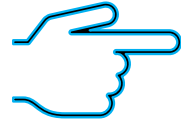
Exit ticket



Complete the following sentences:

1. Before this lesson, I did not **know** that....
2. I thought that it was **fun** that/to.....
3. What I **liked less** was....
4. I think that I am/am not **good at language(s)**, because....

Your turn



Think about an average week in your life.

1. Use the icons and drawing materials to map out **where** and **with whom** you use **which** (types of) language(s).
2. For each situation,
 - Write **why** you use this/these language(s).
 - Give an **explanation** or **example**.
 - Show how you **feel** in this situation (eg. using a smiley).



Reflective discussion

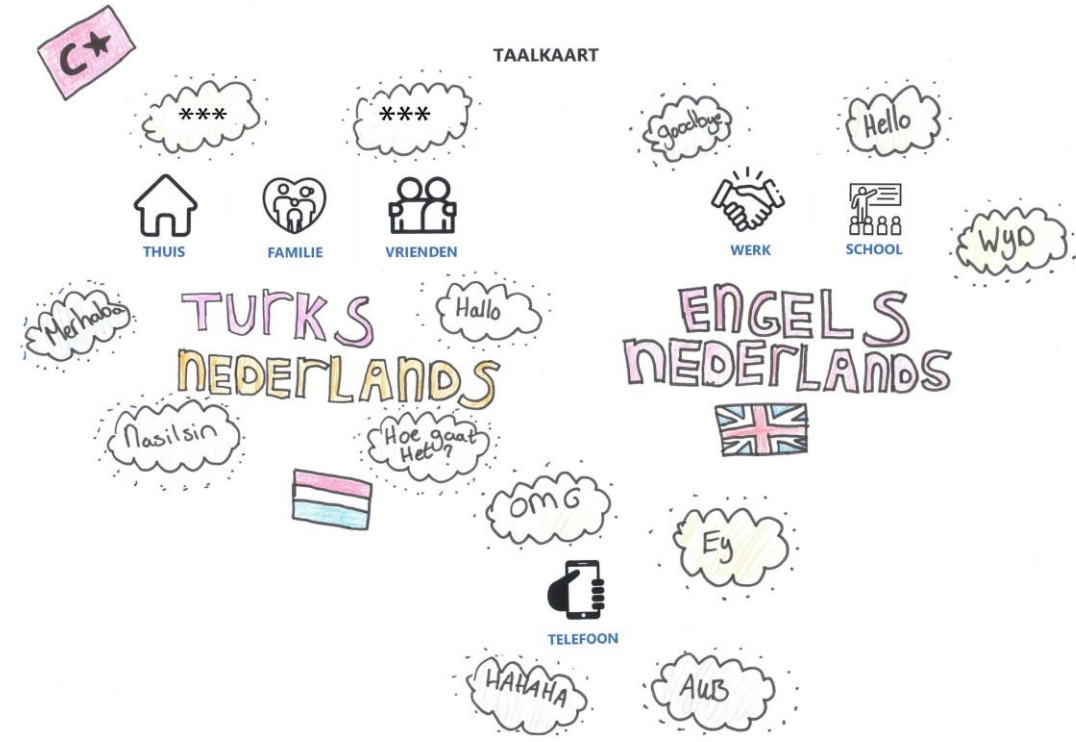
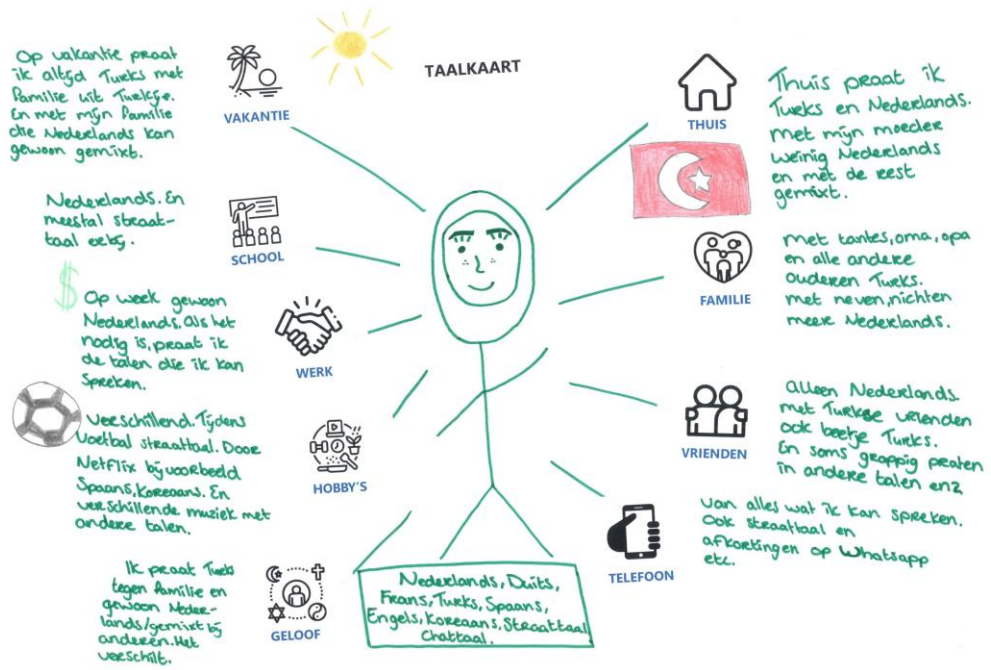


Work in groups of three or four

Show and explain your language map to the group.

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- how you **experience** this. Is it fun? Convenient? Difficult? Uncomfortable??
- how you think **others** might perceive you speaking another (kind of) language.



For a large part
of my Family I speak
Tagalog and Dutch.
And sometimes
English
I Love you!



FAMILIE



TELEFOON

When I'm on my
phone, I speak Dutch
to my friends and see
family, English on social
media and Tagalog
with some of my
family / Ik ben op sho



THUIS

When I'm at home
I speak Dutch but
also sometimes
Tagalog to my
parents. Ano ginagawa
mo?

ME

[name]

When I have
dancing lessons
I speak Dutch!
I sing English
songs at home
Smooth like butter!
like a criminal undercover!



HOBBY'S



SCHOOL

At school I speak
English, Dutch and
French
Je m'appelle [name]

I speak Dutch
to my friends
and sometimes
English
Wat ben je aan
het doen?



VRIENDEN



VAKANTIE

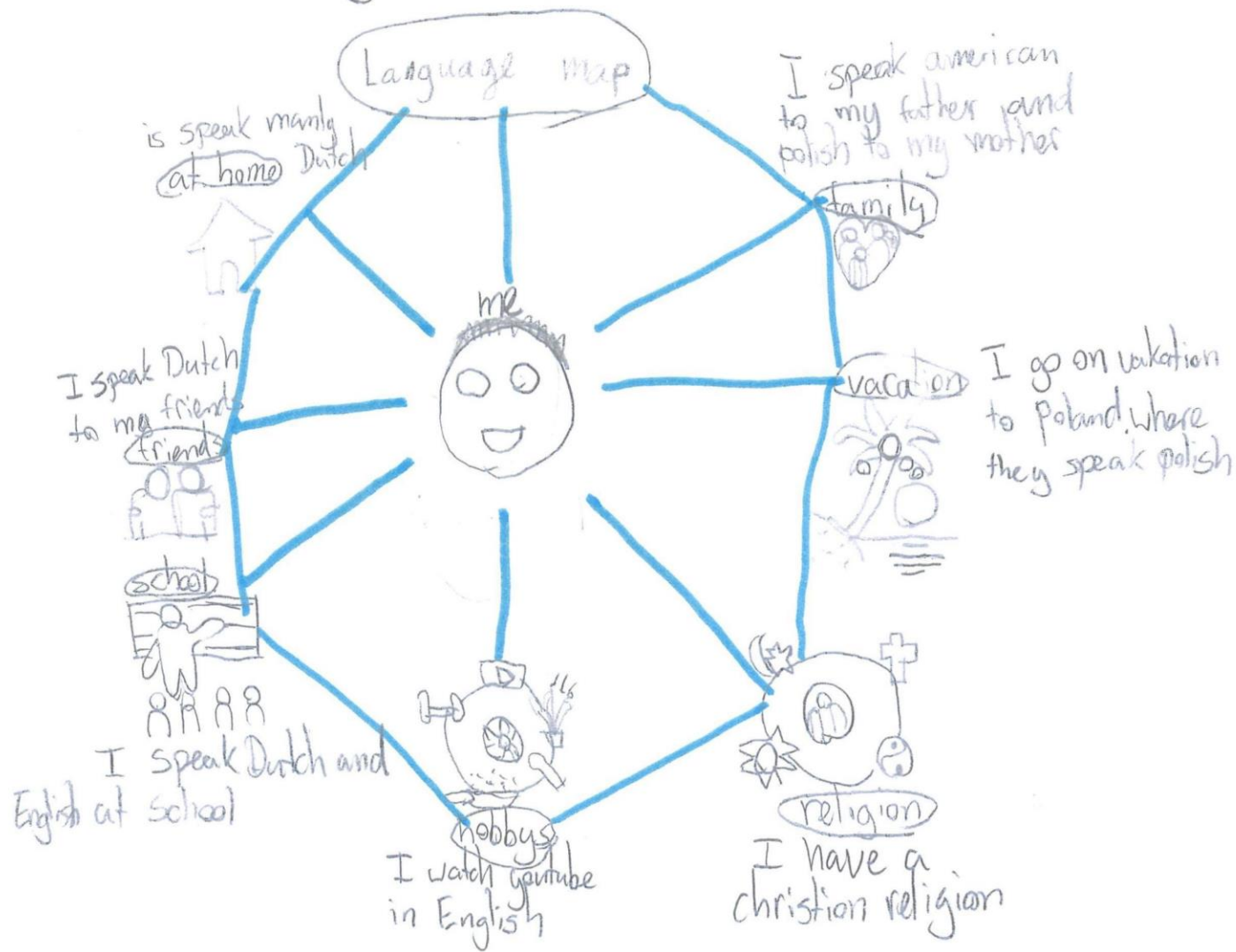
When I'm on vacation
I speak Tagalog in the
Philippines. And in other
countries English to
other people, but Dutch to
my parents.

When I talk about
my religion I speak
Dutch or Tagalog
Ik ben Christelijk



GELOOF

My mother is polish.
My father is american.





Before this lesson, I didn't know that I subconsciously use and mix so many languages.

It was fun to learn about the languages that my classmates speak.

It was fun to talk with my classmates about a topic that is really important to us.

What I liked less, was that I realised I almost exclusively speak Dutch.

I am not good at languages. I don't speak fluent Spanish yet, but I do want that.

I am good at languages. I can make myself understood and that's the most important.

Student perceptions

- Appreciated the opportunity to **talk to classmates** about important experiences in their lives;
 - Increased **awareness** of own and others' multilingualism;
 - Gained **more knowledge** of multilingualism, language varieties and the existence of other languages.
- **Good at languages:** can manage in communicative situations; know several languages; learn languages easily.
- **Not good at languages:** don't speak enough languages; language retrieval issues; limited knowledge of the language.

van Batenburg, E., & Dale, L. (2022). Stickers en stiften: Meertalig bewustzijn verbeelden in het mbo. *Levende Talen Magazine*, 109(6), 8–13. Geraadpleegd van <https://lt-tijdschriften.nl/ojs/index.php/ltm/article/view/2262>

Reflective discussions: analysis

Multilingual awareness

- limited awareness of own linguistic repertoires

Multilingual competence

- limited use of communication strategies
- difficulties in switching between languages (language retrieval issues)

Multilingual attitude

- don't always feel that their multilingualism makes them better communicators.
- don't always enjoy using languages that they don't fully master (embarrassed; limited)
- don't always feel accepted as a multilingual speaker.
- sometimes attach less value to their own home languages than to high status school languages.

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