TEAM

ALL YOU NEED TO KNOW ABOUT MULTILINGUALISM!

Teacher Education About Multilingualism

MANUAL

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OUR AIMS

Teacher Education About Multilingualism or TEAM aims at educating teachers about multilingualism:

- We strengthen the professional training of teachers and other educators in Higher Education Institutions by preparing them to better deal with linguistic and cultural diversity in the classroom.
- We prepare teachers and other educators to better respond to the needs of students with migration backgrounds by making their teaching more socially relevant and inclusive.
- We improve the quality of academic instruction by creating a new interdisciplinary course curriculum and teaching resources linking teacher training with relevant and up-to-date bi-/multilingualism research.

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Getting started

This is an innovative, flexible and interactive open education resource that provides state-of-the-art, research-based information about bilingualism and multilingualism from a multi-disciplinary perspective. In the resource, the term "multilingualism" is used to capture both bilingualism and multilingualism, unless the context requires specific use of the term "bilingualism". The resource is innovative because it uses a range of audio-visual materials – including screencasts, interviews with experts and testimonials of multilingual speakers – to provide insight into multilingualism from different perspectives. It is flexible because it enables the users to choose specific topics of interest and go through the materials in their own pace and order. The resource is interactive as it contains quizzes and other learning activities, which enable the users to test their knowledge of the resource content.

The open education resource consists of an Introduction and the following four modules:
- Module 1: Linguistic approaches to multilingualism
- Module 2: Neurocognitive processes in multilinguals and language acquisition
- Module 3: Social and cultural aspects of multilingualism
- Module 4: Strategies in and approaches to multilingual education

The open education resource has been developed primarily for pre-service and in-service teachers in different academic settings and teacher-training contexts as well as for other education professionals. However, it can also be used with other target groups, such as students in higher education across a variety of subjects, including linguistics, education, psychology, and speech and language therapy. The resource can be used as a new curriculum component where courses on multilingualism have not been offered so far, or it can be integrated into existing programmes and courses in both traditional classroom and blended-learning environments.

We hope that the open education resource will:
- support higher education and other institutions that provide training of pre-service and in-service teachers
- strengthen the professional training of pre-service and in-service teachers and other educators by preparing them to deal with linguistic and cultural diversity in the classroom
- prepare teachers and other educators to respond to the needs of students with diverse linguistic backgrounds by making their teaching socially relevant and inclusive
- improve the quality of academic instruction by linking teacher training with relevant and up-to-date multilingualism research.

Frequently asked questions

Who is the open education resource for?
The open education resource has been designed primarily for pre-service and in-service teachers in different academic settings and teacher-training contexts as well as for other education

professionals. It can also be used with other target groups, such as higher education students across a variety of subjects, including linguistics, education, psychology, and speech and language therapy.

How can I access the open education resource?
You can access the open education resource through the Moodle platform.

Do I have to register for the open education resource?
You do not need to register to use the open education resource, but registration allows you to track your progress.

Do I have to pay to use the open education resource?
You do not need to pay to use the open education resource; it is free of charge.

Is there a specific order to use the materials?
The materials can be used flexibly to meet the needs of different target groups. We recommend engaging with the Introduction: Key things about multilingualism in education before exploring the four modules because it provides foundations and terminology on multilingualism that are necessary for understanding the content of the modules.

Can I use individual materials from the open education resource?
Yes, you can use individual materials from the open education resource as long as you provide the following citation:
Author(s). (2023). Teacher Education About Multilingualism. *Title of the material.* [Screencast/Interview/Testimonial/PowerPointPresentation/Quiz].
https://teamcourse.bilingualism-matters.org

Do I have to cite the open education resource?
Yes, you have to cite the open education resource. It should be done in the following way:
TEAM project (2023). Teacher Education About Multilingualism. Retrieved Month Day, Year, from Moodle https://teamcourse.bilingualism-matters.org

Am I allowed to make changes to the materials if I want to use them in the classroom?
You are allowed to make changes to quizzes and PowerPoint presentations as long as you cite the original materials, but not to screencasts, interviews with experts and testimonials of multilingual speakers.

Introduction: Key things about multilingualism in education

This section provides some foundations and terminology about multilingualism and multiculturalism that are useful for all modules:

1. Why multilingualism is important to teachers
2. Basic concepts
3. Factors affecting multilingual development

Upon completion of this section, teachers/students will be able to:
- explain why learning about multilingualism is important to teachers
- use basic terms relating to multilingual development
- compare different types of multilingual development
- identify the factors affecting multilingual development

1. Why is multilingualism important to teachers?
This section aims to explain why multilingualism is important to teachers.

1.1 Different perspectives on the importance of multilingualism for teachers
In this video, the members of the TEAM project present different perspectives on why multilingualism is important for teachers.
[video]

1.2 Linguistic knowledge and awareness of linguistic diversity in classrooms
This screencast explains the concept of linguistic diversity in today's multicultural and multilingual classrooms using interviews of teachers who describe how they embrace heterogeneity in the classroom.
[screencast]

For more information about the strategies in and approaches to multilingual education, go to Module 4.

1.3 Interculturality and multilingual education
This screencast addresses various intertwining points between interculturality and multilingualism in educational settings.
[screencast]

For more information about the social and cultural aspects of multilingualism, go to Module 3.

1.4 Teaching migrant learners in the classroom: Things to consider
In the video, Prof Maria Coady from the University of Florida talks about instructional decisions and practices that should be considered when teaching migrant learners in the classroom.

[video]

For the whole interview with Prof Maria Coady, in which she talks about other aspects of teaching multilingual children, go to Module 4.

1.5. Educational policy
UNESCO's report "Reimagining our futures together: a new social contract for education" highlights the importance of languages in all educational contexts, including teaching foreign languages and utilizing heritage, indigenous and sign languages. It recognizes the shift towards plurilingualism in education, enabling unrestricted communication of content, cultures and perspectives, benefiting individuals and communities.
[report]

The Council of Europe's recommendation "The importance of plurilingual and intercultural education for democratic culture" emphasises integrating multilingualism and intercultural education into national education systems to foster democratic values, respect linguistic diversity and build inclusive societies through understanding and appreciation of diverse cultures.
[recommendation]

2. Basic concepts
This section introduces some of the basic concepts in the field of multilingualism.
2.1 Types of multilingual development
This section addresses different types of multilingual development.

2.1.1 What is bilingualism and multilingualism
This screencast provides a general introduction into multilingualism as well as simultaneous and sequential bi-/multilingual language acquisition.
[screencast]

2.1.2 What is a minority/majority language?
This screencast presents a definition of minority/heritage and majority/societal languages and provides examples of multilinguals from these groups.
[screencast]

For more information about linguistic approaches to multilingualism and other basic concepts, go to Module 1.

2.2 Code-switching and code-interference: An introduction
In this video, Prof Sharon Armon-Lotem from the University of Bar-Illan discusses a definition of code-switching and presents different types of code-switches.
[video]

For more information about linguistic approaches to multilingualism and codeswitching, go to Module 1.

2.3 The "native" speaker and first language attrition
In this interview, Prof Antonella Sorace from the University of Edinburgh discusses the phenomenon of first language attrition. She shares some research-based insights on the topic and explores the relevance of attrition for both language teachers and students in the classroom.
[interview]

For more information about linguistic approaches to multilingualism, go to Module 1.

2.4 Impact of multilingualism on the mind and brain
This screencast provides information about the impact of multilingualism in control and attention.
[screencast]

For more information about neurocognitive processes in multilinguals and language acquisition, go to Module 2.

3. Factors affecting multilingual development
This section presents some of the factors affecting multilingual development.

3.1 The role of language history
This screencast provides an introduction into the factors that need to be considered when reporting on language history and how they are linked to acquisition outcomes.
[screencast]

For more information about linguistic approaches to multilingualism, go to Module 1.

3.2 Introduction to family language policy
This screencast elaborates on language beliefs and ideologies, language practices and language management in multilingual families.
[screencast]

For more information about the social and cultural aspects of multilingualism, go to Module 3.

Module 1: Linguistic approaches to multilingualism

This module provides information about multilingualism from a linguistic perspective and consists of three sections. Section 1 addresses different types of multilingual development and the issues surrounding the notion of the "native" speaker in light of research on first language attrition. Section 2 deals with the development of different linguistic subsystems (sounds, vocabulary and grammar) across different groups of multilingual speakers as well as with code-switching. Section 3 tackles language development in multilingual children with atypical language development.

1. Types of multilingual development and the notion of the "native" speaker
This section introduces different types of multilingual development and discusses issues surrounding the monolingual "native" speaker benchmark in view of the fact that multilinguals are not the sum of monolinguals.

Upon completion of this section, teachers/students will be able to:
- distinguish different types of multilinguals
- identify the issues in adopting a "native" monolingual benchmark
- describe the phenomenon of first language attrition and its implications for language teachers and learners
- accept that language attrition is a natural process in bilingual language development
- accept the use of dialects in the classroom
- accept that bringing the heritage language in the classroom can help children develop their majority language and also support their integration
- accept that heritage languages may play a bootstrapping role in foreign language learning at all linguistic levels

1.1 Simultaneous vs. sequential bilinguals
This section provides a general introduction into multilingualism as well as simultaneous and sequential bi- or multilingual language acquisition.

1.1.1 What is bilingualism and multilingualism?
This screencast provides a definition of simultaneous and sequential multilinguals.
[screencast]
The presentation can be downloaded here.
Reading list
Quiz

1.1.2 Mother of two pre-school typically developing children
This is a testimonial of a mother of two pre-school typically developing children learning Romanian, English and German in Switzerland.
[testimonial]

1.1.3 Mother of school-age typically developing child
This is a testimonial of a mother of one school-aged typically developing child learning English and German.

[testimonial]

1.2 Minority/heritage, majority/societal languages and speakers
This section provides an introduction into minority, heritage and majority languages.

1.2.1 What is a minority/majority language? What is a heritage language?
This screencast provides a definition of minority/heritage and majority/societal languages and provides examples of multilinguals from these groups.
[screencast]
The presentation can be downloaded here.
Reading list
Quiz

1.2.2 Interview with Prof Tanja Kupisch: Dialects and heritage languages
In this interview, Prof Tanja Kupisch from the University of Konstanz discusses the use of dialects and heritages language in the school context.
[interview]

1.2.3 Italian heritage speaker in Germany
This is a testimonial with a heritage language speaker that grew up in Germany speaking Italian/Sicilian.
[testimonial]

1.2.4 Turkish heritage speaker in Germany
This is a testimonial of a heritage language speaker that grew up in Germany speaking Turkish.
[testimonial]

1.3 The "native" speaker and first language attrition
This section deals with the notion of the "native" speaker, the phenomenon of first language attrition and the implications of attrition for language teachers and students.

1.3.1 Issues with the "native" speaker: First language attrition
This screencast discusses the issues surrounding the concept of the "native" speaker in the light of research on first language attrition.
[screencast]
The presentation can be downloaded here.
Reading list

1.3.2 Issues with the "native" speaker: Implications of attrition in the classroom
This screencast expands on the previous discussion of first language attrition by discussing the implications of this phenomenon for teachers and students in the classroom.
[screencast]
The presentation can be downloaded here.
Reading list

1.3.3 Interview with Prof Antonella Sorace: Language attrition in a nutshell

In this interview, Prof Antonella Sorace from the University of Edinburgh discusses the phenomenon of first language attrition. She shares some research-based insights on the topic and explains the relevance of attrition for both language teachers and students in the classroom.

[interview]

Quiz

1.4 The role of language history in multilingual language development

This section discusses why it is important to report language history of bilingual or multilingual speakers and which factors need to be considered in this process.

1.4.1 The role of language history in language development of multilinguals

This screencast provides an introduction into the factors that need to be considered when reporting on language history and how they are linked to acquisition outcomes.

[screencast]

The presentation can be downloaded here.

Reading list

1.4.2 Case study of bilingual twins

This video presents bilingual twin boys to demonstrate the impact of changes in exposure on their language following a transition to a new country.

[video]

Quiz

2. Typical language development in multilingual speakers

This section deals with the development of different linguistic subsystems (speech sounds, vocabulary and grammar) across different groups of typically developing multilingual speakers. Also, it discusses the idea that children who are regularly exposed to more than one language from birth develop distinct grammatical systems. Finally, it tackles code-switching.

Upon completion of this section, teachers/students will be able to:

- describe the development of aspects of the sound system in multilingual speakers
- describe the development of aspects of vocabulary in multilingual speakers
- describe the development of aspects of grammar in multilingual speakers
- present the idea that children who are regularly exposed to two languages from birth develop distinct grammatical systems and describe evidence for it
- describe the types of codeswitching and the rules that govern them
- accept that code-switching is a natural phenomenon in multilinguals

2.1 Development of the sound system in multilingual speakers

This screencast describes how the sound system develops in multilingual speakers (perception, discrimination and production).

[screencast]

The presentation can be downloaded here.
Reading list
Quiz

2.2 Development of vocabulary in multilingual speakers

This section provides information about how vocabulary develops in multilingual speakers with special focus on cognates and false friends.

2.2.1 The mental lexicon

This screencast provides an introduction into the mental lexicon in bilingual speakers.
[screencast]
The presentation can be downloaded here.
Reading list

2.2.2 Development of cognates and false friends

This screencast addresses the acquisition and storage of cognates and false friends in the mental lexicon of bilingual speakers.
[screencast]
The presentation can be downloaded here.
Reading list
Quiz

2.3 Development of grammar in multilingual speakers

This section provides information about how a range of grammatical phenomena develop in multilingual speakers. It also discusses the relationship between the two languages of a bilingual child focusing on the issues of language separation and crosslinguistic influence.

2.3.1 Development of articles

This screencast introduces the system of articles and presents how articles are acquired by multilingual speakers.
[screencast]
The presentation can be downloaded here.
Reading list
Quiz

2.3.2 Development of null and overt subject pronouns

This screencast describes the phenomenon of null and overt subject pronouns and discusses how they are acquired by multilingual speakers in null-subject languages.
[screencast]
The presentation can be downloaded here.
Reading list
Quiz

2.3.3 Development of tense/aspect

This screencast introduces the notions of tense and aspect and presents how they are acquired by multilingual speakers.
[screencast]
The presentation can be downloaded here.
Reading list
Quiz

2.3.4 Development of S-V agreement
This screencast introduces how syntactic subjects agree with the verb in various languages and presents how the S-V agreement is acquired by multilingual speakers.
[screencast]
The presentation can be downloaded here.
Reading list
Quiz

2.3.5 Development of gender assignment and agreement
This screencast explains the grammatical phenomenon of gender and presents how multilingual speakers acquire it.
[screencast]
The presentation can be downloaded here.
Reading list
Quiz

2.3.6 Development of *wh*-questions
This screencast introduces *wh*-questions and discusses how multilingual speakers acquire them.
[screencast]
The presentation can be downloaded here.
Quiz
Reading list

2.3.7 The relationship between the two languages of a bilingual child
This screencast discusses the relationship between the two languages of a bilingual child focusing on the issues of language separation and crosslinguistic influence.
[screencast]
The presentation can be downloaded here.
Reading list
Quiz

2.4 Code-switching
This section provides information about code-switching between languages, its definition, types, causes and the rules that govern it.

2.4.1 Definition and types of code-switching

In this video, Prof Sharon Armon-Lotem from Bar-Illan University discusses the definition of code-switching and presents different types of code-switches.

[video]

The presentation can be downloaded here.

Reading list

2.4.2 Why do we code-switch?

In this interview, Dr Carmit Altman from Bar-Illan University explores types of code-switches and motivations for code-switching.

[interview]

2.4.3 Rules that govern code-switching

In this video, Prof Sharon Armon-Lotem from Bar-Illan University discusses the rules that govern code-switching under different theories.

[video]

The presentation can be downloaded here.

Quiz

3. Atypical language development in multilingual children

This section tackles language development in multilingual children with atypical language development focusing on Developmental Language Disorder (DLD) and Autistic Spectrum Disorder (ASD).

Upon completion of this section, teachers/students will be able to:
- identify the properties of language development that are associated with multilingual children with DLD
- explain how multilingual children with DLD are different from multilingual children with ASD
- explain the role of exposure in atypical multilingual language development
- explain the importance of supporting and assessing both languages of a bilingual child with atypical development

3.1 The language of multilingual children with DLD and ASD

This section combines information about the properties of language development that are associated with multilingual children with DLD and with ASD, pointing to different impact of exposure patterns.

3.1.1 Atypical bilingual development: Introduction

This screencast presents the linguistic profiles of children with typical and atypical bilingual development (DLD and ASD) focussing on the properties of language development that are associated with multilingual children with DLD and with ASD.

[screencast]

The presentation can be downloaded here.

Reading list

3.1.2 Linguistic profiles of children with typical and atypical bilingual development
A presentation with transcripts for comparison, focusing on areas of difficulties, can be downloaded here.

3.1.3 Interview with Dr Natalia Meir: The role of exposure in atypical multilingual language development
In this interview, Dr Natalia Meir from Bar-Illan University talks about bilingualism and ASD and shows how children with ASD and DLD make different use of the exposure they get.
[interview]

3.1.4 Mother of a bilingual child with DLD
This is a testimonial of a mother of a bilingual child with DLD growing up in Israel speaking English and Hebrew.
[testimonial]

3.1.5 Mother of a bilingual child with autism
This is a testimonial of a mother of an autistic, multilingual child growing up in Germany (learning German and Russian).
[testimonial]
Quiz

3.2 Assessment of multilingual children for language and learning disorders
This section provides information about what professionals need to know about multilingualism when working with typical and atypical populations.

3.2.1 Interview with Prof Laida Restrepo: What should teachers know about bilingual DLD?
In this interview, Prof Laida Restrepo from the University of South Florida talks about the importance of assessment in both languages of a bilingual child with DLD, who can do it and about parents' involvement in assessment.
[interview]

3.2.2 Who can assess bilingual children?
In this testimonial, a speech and language pathologist describes what teachers, parents and SLPs should know about bilingualism when they come to assess and treat bilingual children with DLD (in Hebrew).
[testimonial]

Module 2: Neurocognitive processes in multilinguals and language acquisition

This module provides information about the neurocognitive processes that might be important to consider as a teacher in a multilingual classroom. These processes encompass the ability to concentrate, remember things, process information, learn, speak and understand the information. The module is divided in two sections. Section 1 addresses the neurocognitive processes occurring in multilinguals, including the neuroanatomy and brain circuits of bilingualism, and discusses how exposure to multiple languages impacts cognitive processing. Section 2 deals with these processes during language learning, addressing different aspects of second and third language learning and with bilingualism/multilingualism: neuroanatomy, strategies, contexts, memory systems and individual differences.

1. Neurocognitive aspects of bilingualism

This section provides information about how and why using more than one language changes the way the brain works. It explores how multilingualism impacts cognitive processing and knowledge as well as the neuroanatomy of the multilingual brain. It also addresses the different aspects of second language learning and multilingualism: strategies, contexts, memory systems and individual differences. Finally, it presents the interaction between language and thought, and how the perception of accent and speech is related to stereotyping.

Upon completion of this section, teachers/students will be able to:
- explain how and why using more than one language changes the mind and brain processes
- explain how these differences in the functioning of the mind and brain impact how multilingual students function in school
- explain how different languages categories the external reality and how these differences affect brain processes
- explain how we make judgements about people speaking with an accent

1.1 Neuroanatomy relevant for bilingual language processing

This section contains a presentation on the neuroanatomy of the bilingual brain and an interview with Prof Thomas Bak from the University of Edinburgh.

1.1.1 How do two languages coexist in one brain?
This presentation provides information about the neuroanatomy of the bilingual brain.
[presentation]
The presentation can be downloaded here.
Quiz

1.1.2 Interview with Prof Thomas Bak: Multilingualism – medicine or poison
In this interview, Prof Thomas Bak from the University of Edinburgh talks about the connection between multilingualism and medical science and practice.
[interview]

1.2 Exposure to multiple languages impacts cognitive processing and knowledge
This section includes two screencasts explaining how language and other processes, like control and attention, change when exposed to multiple languages. In addition, it contains an interview with Prof Gigi Luk from McGill University and a list of sources for further reading on the topics.

1.2.1 Impact of multilingualism on the native language
This screencast provides information about the impact of multilingualism on the native language.
[screencast]
The presentation can be downloaded here.
Reading list

1.2.2 Impact of multilingualism on the mind and brain
This screencast provides information about the impact of multilingualism in control and attention.
[screencast]
The presentation can be downloaded here.
Quiz

1.2.3 Interview with Prof Gigi Luk: From neuroscience to multilingual education
In this interview, Prof Gigi Luk from McGill University talks about the relevance of neuroscience on multilingual practice.
[interview]
Reading list

1.3 Relationship between language and thought
This section contains two screencasts elaborating on the interaction between language and thought and between linguistic categorisation and emotion.

1.3.1 Linguistic categorisation: Acquiring L2 concepts
This screencast provides information about linguistic categorisation and the acquisition of second language concepts.
[screencast]
The presentation can be downloaded here.
Reading list

1.3.2 Linguistic relativity
This screencast provides information about linguistic relativity.
[screencast]
The presentation can be downloaded here.
Reading list

1.4 Accent and speech perception: Stereotyping and cognition
This section contains an interview with Prof Janet van Hell from Penn State University about how accented speech is perceived and its effects in stereotyping and cognition. In this interview, Prof

Janet van Hell from Penn State University talks about how accented speech is perceived and how it influences how we form judgements about others.
[interview]

2. Neurocognitive aspects of language acquisition

This section provides information about the neurocognitive systems associated with language learning strategies and language acquisition. It describes the memory systems related to language learning and the different learning systems involved in second language acquisition. Also, it provides an overview of individual differences in cognitive processes related to language learning. Finally, it discusses the impact of learning context on aptitude and executive functions.

Upon completion of this section, teachers/students will be able to:
- describe contributions of memory systems and strategies to different aspects of language learning
- identify and propose learning strategies to enhance language learning
- identify different sources of individual differences and their importance for language learning

2.1 Language acquisition dynamically rewires memory brain circuits: Neuroanatomy and memory systems

This section consists of two interviews: one with Dr Eleonora Rossi from the University of Florida about the memory systems and strategies associated with second language learning and another with Dr Elvira Masoura from the Aristotle University of Thessaloniki on working memory functions in bilingualism. Additionally, it contains a booklet on the role of working memory in the multilingual classroom.

2.1.1 Interview with Dr Eleonora Rossi: Second language learning – contexts and strategies
In this interview, Dr Eleonora Rossi from the University of Florida talks about the declarative and procedural memory systems associated with second language learning.
[interview]
Reading list
Quiz

2.1.2 Interview with Dr Elvira Masoura: The role of working memory in bilingualism
In this interview, Dr Elvira Masoura from the Aristotle University of Thessaloniki talks about how working memory functions among bilingual individuals.
[interview]

2.1.3 Working memory in the multilingual classroom
This booklet provides information about the role of working memory in the multilingual classroom.
[booklet]

2.2 Implicit and explicit learning strategies

This section contains a screencast about implicit and explicit learning strategies during second language learning and the individual differences associated with language learning. Additionally,

it includes an interview with Dr Eleonora Rossi from the University of Florida about the context and strategies for second language learning.

2.2.1 Implicit and explicit learning strategies
This screencast provides information about implicit and explicit learning strategies during second language learning and the individual differences associated with language learning.
[screencast]
The presentation can be downloaded here.
Reading list

2.2.2 Interview with Dr Eleonora Rossi: Second Language Learning – contexts and strategies
In this interview, Dr Eleonora Rossi from the University of Florida talks about the contexts and strategies of second language learning.
[interview]
Quiz

2.3 Learning context and cognition: The case study of two bilingual schools
This section consists of a screencast that provides information about two bilingual primary schools in Greece (early foreign language exposure) and the United States of America (early immersion), exploring the impact of learning context on foreign language aptitude and executive functions (updating, attention and inhibition) and activities that assess cognitive skills.
[screencast]
The presentation can be downloaded here.
Reading list
Quizzes

Module 3: Social and cultural aspects of multilingualism

This module considers a variety of issues related to the existence of multilingualism in society across diverse cultural settings. Section 1 introduces and elaborates on the issues surrounding immigrants' and new speakers' identities and the understanding of intercultural encounters. Section 2 introduces and discusses concepts related to family language policy. It also examines social factors that bring about language shift or support language maintenance and revitalisation. Section 3 elaborates on issues in cross-cultural psychology relevant to work with migrants and refugees.

1. **Immigrants' and new speakers' identities and intercultural encounters**
This section presents relevant information about the role of non-essentialist approaches in intercultural encounters, the professional profile of cultural mediators, and the construction of the social and linguistic identity of new speakers.

Upon completion of this section, teachers/students will be able to:
- explain the importance of cultural diversity in society
- manage cultural diversity in the classroom
- describe the nature of cultural mediation and interculturality from a non-essentialist point of view
- discuss potential risks of cultural essentialism, stereotypes and prejudices
- identify multilingual new speakers of minority or migrant languages
- describe the motivations of new speakers

1.1 Interculturality: Theoretical background
This screencast contains relevant theoretical information about the concept of interculturality from the essentialist and non-essentialist perspective.
[screencast]
The presentation can be downloaded here.
Reading list
Quiz

1.2 Interculturality and multilingual education
This screencast addresses various interlinking points between interculturality and multilingualism in educational settings.
[screencast]
The presentation can be downloaded here.
List of web sources
Quiz

1.3 What is cultural mediation?
This screencast describes the main characteristics of cultural mediation in social settings as well as the roles and the epistemological (and deontological) possibilities and limits of mediators.
[screencast]

The presentation can be downloaded here.
Reading list

1.4 The roles of cultural mediators in educational contexts
This screencast contains information about the roles of cultural mediators in educational settings, with a focus on the social and educational inclusion of newly arrived students.
[screencast]
The presentation can be downloaded here.
Reading list

1.5 Interview with Prof Adrian Holliday: Linguistics and intercultural education
In this interview, Prof Adrian Holliday from Canterbury Christ Church University explains the importance of adopting a non-essentialist lens in intercultural encounters and in intercultural education.
[interview]

2. Issues in family language policy, language shift and language maintenance and language revitalisation
This section presents the different components and outcomes of family language policy. It also contains several examples of the implementation of family language policy in multilingual families. Additionally, it deals with the numerous social, communal and individual factors leading to language shift or supporting language maintenance. Finally, it addresses the possibilities for the revitalisation of endangered languages.

Upon completion of this section, teachers/students will be able to:
• define the components of family language policy
• explain the role of parents in child language development
• discuss the social factors contributing to language shift and language maintenance
• describe ways to support language revitalisation

2.1 Family language policy
This section provides an introduction to family language policy (FLP) and discusses some of the empirical findings on it.

2.1.1 Introduction to family language policy
This screencast elaborates on language beliefs and ideologies, language practices and language management in multilingual families. It includes the discussion of the components of FLP and the types of outcomes of FLP. It considers in more detail the linguistic outcomes of FLP for children, the main linguistic and social factors affecting children's language acquisition of two or more languages and the role that parents can play in the process of their children becoming multilingual.
[screencast]
The presentation can be downloaded here.
Reading list

2.1.2 Findings in family language policy
This screencast presents some of the findings in family language policy focusing on immigrant families.
[screencast]
The presentation can be downloaded here.
Reading list

2.2 Family language policy in practice
This section presents examples of the implementation of family language policy in multilingual families. More precisely, it contains parents' reflections on raising their children multilingually, with a focus on the strategies adopted and challenges faced.

2.2.1 A mother's reflections on raising her son bilingually
In this testimonial, a mother reflects on her experience of raising her son bilingually.
[testimonial]

2.2.2 A father's reflections on raising his sons bilingually
In this testimonial, a father reflects on his experience of raising his sons bilingually.
[testimonial]

2.2.3 A mother's reflections on raising her daughter multilingually
In this testimonial, a mother reflects on her experience of raising her daughter multilingually.
[testimonial]

2.2.4 A father's reflections on raising his daughters bilingually
In this testimonial, a father reflects on his experience of raising his daughters bilingually.
[testimonial]

2.2.5 A father's reflections on raising his children multilingually
In this testimonial, a father reflects on his experience of raising his children multilingually.
[testimonial]

2.2.6 A father's reflections on raising his son multilingually
In this testimonial, a father reflects on his experience of raising his son multilingually.
[testimonial]

2.3 Language shift and language maintenance
This screencast elaborates on different aspects of the processes of language shift and language maintenance, two main social contexts for language shift, the ethnolinguistic vitality theory, language attitudes, the possibility of predicting language shift, and some salient factors contributing to language maintenance.
[screencast]
The presentation can be downloaded here.

Reading list

2.4 New speakers revitalising an endangered language: The case of Lower Sorbian
This screencast examines how language revitalisation in Lower Lusatia (Germany) is led by and is intended predominantly for new speakers of Lower Sorbian.
[screencast]
The presentation can be downloaded here.
Reading list

3. Issues in the integration of migrants and refugees: Language and cultural diversity
This section presents various issues in the integration of migrants and refugees. It also contains some examples of the challenges that professionals and migrant or refugee populations face. Additionally, it deals with the numerous factors affecting refugees' social integration and actions that can be implemented to improve it. Finally, it provides access to Migration in Action "roadmaps".

Upon completion of this section, teachers/students will be able to:
- identify the legal, linguistic and cultural profile of different refugee groups and individuals
- describe actions that can enhance migrants' and refugees' social integration
- discuss psychological issues of migrant students in the school context

3.1 Insights into refugee integration
This section contains information about the profile of refugee populations in Greece as well as on challenges and good practices in refugee education. Additionally, it presents the experience of the language learning process of second language (L2) learners of Greek with a refugee/migrant background. Also, it includes some key research findings regarding factors affecting refugees' social integration and actions that can be implemented to improve it.

3.1.1 Profile of refugee populations
In this testimonial, a Refugee Education Coordinator provides information about the main characteristics of the refugee populations in Greece.
[testimonial]

3.1.2 Challenges and good practices in refugee education
In this testimonial, a teacher working in non-formal education discusses the difficulties he experiences in refugee education and suggests good practices.
[testimonial]

3.1.3 Acquiring Greek through the eyes of a learner
In this testimonial, a learner of L2 Greek talks about his language learning experiences.
[testimonial]

3.1.4 Acquiring Greek through the eyes of a learner
In this testimonial, another learner of L2 Greek talks about her language learning experiences.

[testimonial]

3.1.5 Interview with Dr Julie Franck: Social integration of refugees – research data and actions
In this interview, Dr Julie Franck from the University of Geneva capitalises on the importance of well-being for the cognitive and linguistic performance in refugee populations and discusses actions that can enhance their social integration.
[interview]

3.2 Migration in Action: Theory and practice – navigating and embracing cultural and linguistic diversity in the classroom
This section provides access to "roadmaps", which allow learning about and navigating multiple factors which must be considered when working with culturally and linguistically divergent children. Migration in Action "roadmaps" can be accessed here.

Module 4: Strategies in and approaches to multilingual education

This module provides an overview of multilingual education and consists of two sections. Section 1 discusses language sensitive pedagogies in multilingual classrooms and ways of supporting academic language in multilingual students. Section 2 focuses on teaching approaches in various multilingual settings.

1. Language sensitive pedagogies in multilingual classrooms
This section focuses on the importance of supporting the development of academic language in multilingual educational settings by adopting language sensitive pedagogies that take into consideration students' language background, previous academic skills and cognitive development.

Upon completion of this section, teachers/students will be able to:
- describe the role of language in school and in learning processes
- explain how to perform linguistic analysis of classroom language
- describe scaffolding techniques and their use to support students' oral and written competencies
- explain how to raise teachers' and students' awareness with regards to diverse linguistic and cultural backgrounds.

1.1 The role of language in education
This subsection provides information about the role of language in school and aims to raise awareness of the importance of linguistic heterogeneity in classrooms.

1.1.1 Linguistic knowledge and awareness of linguistic diversity in classrooms
This screencast explains the concept of linguistic diversity in today's multicultural and multilingual classrooms using interviews of teachers who describe how they embrace heterogeneity in the classroom.
[screencast]
The presentation can be downloaded here.
Reading list
Quiz

1.1.2 Knowledge about academic language
This screencast focuses on the role of language in bilingual education and explains the distinction between BICS (basic interpersonal communication skills) and CALP (cognitive academic language proficiency), demonstrating the distinction in a maths class.
[screencast]
The presentation can be downloaded here.
Reading list
Quiz

1.1.3 Academic language features
This screencast presents examples of academic language across various curricular subjects.
[screencast]
The presentation can be downloaded here.
Reading list
Quiz

1.2 Approaches to support academic language
This section provides information about strong types of bilingual education programmes that support the development of academic language as well as about instructional strategies and materials appropriate for such educational settings.

1.2.1 Didactic models supporting the development of academic language
This screencast presents two types of strong bilingual education programmes that aim at developing additive bilingualism.
[screencast]
The presentation can be downloaded here.
Reading list
Quiz

1.2.2 Instructional strategies in bilingual education
This screencast presents instructional strategies devised to make input comprehensible, instructional strategies used to promote interaction and student engagement as well as sample materials designed to promote the development of academic language in bilingual educational settings.
[screencast]
The presentation can be downloaded here.
Reading list
Quiz

2. Education in various multilingual contexts
This section addresses issues regarding refugee and migrant education and provides an overview of recent studies which have explored language teaching to these populations. Emphasis is placed on pluralistic approaches to language education and their impact on the maintenance of linguistic and cultural diversity.

Upon completion of this section, teachers/students will be able to:
● explain how to elicit students' previous knowledge and skills, taking into consideration their socio-emotional condition
● describe the main approaches for teaching immigrant students according to their characteristics
● discuss the effectiveness of different teaching techniques that are used with refugees and immigrant children
● distinguish L3 learning from L2 learning

- explain the importance of language repertoires
- explain the importance of strategy training for students' learning potential
- describe the notion of pedagogical translanguaging
- design a simple learning activity based on the translanguaging pedagogy
- define the notion of plurilingual and pluricultural competence

2.1 Refugee and migrant education

This section addresses issues regarding refugee and migrant education. More specifically, it discusses some key notions regarding language teaching in these populations. Additionally, it provides empirical evidence on the effectiveness of various teaching methodologies with respect to the acquisition of grammar and vocabulary.

2.1.1 Language teaching of migrants and refugees: Introduction

This screencast discusses some key notions regarding language teaching in migrants and refugees.

[screencast]

The presentation can be downloaded here.

Reading list

2.1.2 Language teaching of migrants and refugees: Grammar

This screencast provides an overview of recent research findings on grammar teaching in migrants and refugees. It also includes recommendations for teachers teaching grammar to these populations.

[screencast]

The presentation can be downloaded here.

Reading list

2.1.3 Language teaching of migrants and refugees: Vocabulary

This screencast provides an overview of recent research findings on vocabulary teaching of migrants and refugees. It also contains recommendations for teachers teaching vocabulary to these populations.

[screencast]

The presentation can be downloaded here.

Reading list

2.1.4 Interview with Prof Maria Coady: Teaching migrant learners in the classroom – an American experience

In this interview, Prof Maria Coady from the University of Florida discusses models of bilingual education in the USA, content teaching in multilingual education, principles of providing effective education for multilingual children, teaching migrant learners in the classroom, the role of home environment, multilingual education in rural and urban areas.

[interview]

2.2 Multilingual learners of additional languages
This section focuses on how to make effective use of students' multilingual repertoires in foreign language classrooms.
Quiz

2.2.1 Multilingual learners' autonomy in learning additional languages
This screencast focuses on the characteristics of a multilingual learner of a new foreign language. It contains information regarding multilingual learners' autonomy in learning additional languages
[activity]
The activity accompanying the screencast can be downloaded here.
[screencast]
The presentation can be downloaded here.
Reading list

2.2.2 Multilinguals' language learning strategies in learning additional languages
This screencast provides an in-depth look at the learning strategies applied by multilinguals in learning additional languages.
[preparatory activity]
The activity accompanying the screencast can be downloaded here.
[screencast]
The presentation can be downloaded here.
Reading list

2.2.2.1 Learning additional languages: Teenage learners' voices
This is a testimonial of teenage learners learning an additional language.
[testimonial]

2.2.2.2 Learning additional languages: University students' voices
This is a testimonial of university students learning an additional language.
[testimonial]

2.2.3 Strategy-based instruction for multilingual learners
This screencast provides examples of strategy-based instruction in teaching additional languages as well as an overview on how teachers can convey strategy-based instruction in teaching additional languages.
[preparatory activity]
The activity accompanying the screencast can be downloaded here.
[screencast]
The presentation can be downloaded here.
Reading list
Quiz

2.3 Languages in contact: The pluralistic approaches
This section provides information about pluralistic approaches to languages and cultures as well as their impact on the maintenance of linguistic and cultural diversity.

2.3.1 Language awareness and plurilingual and pluricultural competence
This screencast contains information about the importance of using language autobiography in classrooms, as well as an overview of the Erasmus+ IRIS project.
[screencast]
The presentation can be downloaded here.
Reading list

2.3.2 Pluralistic approaches to languages and cultures
This screencast contains instructions for creating a plurilingual activity inspired by the Japanese storytelling tradition. Also, it includes an overview of an Erasmus+ project.
[screencast]
The presentation can be downloaded here.
Reading list

2.3.3 Pluralistic approaches in the L3 classroom
This screencast discusses plurilingual approaches in L3 classrooms and presents an overview of the relevant ECML (European Centre for Modern Languages) projects.
[screencast]
The presentation can be downloaded here.
Reading list
Quiz

2.4 Towards an heteroglossic perspective: Translanguaging as a pedagogy
This section focuses on pedagogical translanguaging, providing both theoretical definitions and practical examples of projects and activities to be carried out in the classroom.

2.4.1 The concept of translanguaging and its theoretical implications
This screencast introduces the pedagogy of translanguaging and the related terminology.
[screencast]
The presentation can be downloaded here.
Reading list
Quiz
A list of projects based on translanguaging and multilingual pedagogies in Europe

2.4.2 Translanguaging pedagogy: Teaching strategies at kindergarten
This screencast contains some examples of activities based on translanguaging to be implemented in kindergarten.
[screencast]

The presentation can be downloaded here.

2.4.3 Translanguaging pedagogy: Teaching strategies in primary school
This screencast contains an overview of activities and techniques based on translanguaging to be carried out in primary school.
[screencast]
The presentation can be downloaded here.

2.4.4 Translanguaging pedagogy: Teaching strategies in secondary school
This screencast provides several examples of translanguaging activities implemented in secondary school.
[screencast]
The presentation can be downloaded here.
Reading list
Quiz

TEAM authors

Carmit Altman
Nikolaos Amvrazis
Sharon Armon-Lotem
Carla Bagna
Teresa Bajo Molina
Krystian Barzykowski
Martina Bellinzona
Valentina Carbonara
Alba Casado
Gerakini Douka
Joanna Durlik
Lia Efstathiadi
Erkam Ekinci
Anna Ewert
Georgia Fotiadou
Karen Goldfard
Kaja Gregorc
Michael Hornsby
Victoria Kishchak
Eirini Konta

Tihana Kraš
Christina Maligkoudi
Alejandra Marful
Theodoros Marinis
Elvira Masoura
Valia Moussouri
Kostantina Olioumtsevits
Daniela Paolieri
Maria Paraponiari
Charis-Olga Papadopoulou
Despina Papadopoulou
Katarzyna Przybycień
Andrea Scibetta
Antonella Sorace
Roberta Spelorzi
Kalinka Timmer
Zvjezdana Vrzić
Aleksandra Wach
Zofia Wodniecka-Chlipalska
Mattia Zingaretti

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Website
www.team.amu.edu.pl

Open resource
www.teamcourse.bilingualism-matters.org

YouTube channel
www.youtube.com/@TEAMultilingual

Social media
@TEAMultilingual