



Toward reshaping multilingual learning and teaching pedagogy through adopting new methods and approaches for plurilingual practices

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LEARN Conference
August 5, 2019

Workshop Objectives

By the end of this session, participants will be able to:

1. realize the importance of reshaping multilingual learning and teaching pedagogy; and
2. become familiar with ways of adopting new methods and approaches for plurilingual practices

The concept of plurilingualism, what is it?

- transfer of linguistic knowledge
- transfer of learning experience
- transfer of learning strategies
- transfer of linguistic aspects of language acquisition and language metacognitive skills

(Schwab,2016)

(Passepartout, 2008)

Third language theory and model (TLT)

- ▶ Comparing Second Language Acquisition (SLA) with Third Language Acquisition (TLA)
- ▶ Multilingual acquisition is a nonlinear and complex dynamic process that depends on a multitude of interacting variables
(Schumann 1997)

Hufeisen's factor model

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- ▶ Hufeisen's model shows that L3 learners have acquired more language specific knowledge and languages skills in their repertoire that L2 learners have not acquired
- ▶ L3 learners have acquired an intuition about approaching and learning a third language
- ▶ L3 learners have developed, perhaps unconsciously, unique techniques of building their vocabulary
- ▶ They know that any new language material might often be unclear and they have acquired more tolerance for ambiguity and knowledge gaps

Hufeisen's factor model

- Overall, Hufeisen's (2004) model proposed individual learning factors that operate throughout the language learning process at three stages:
 1. the acquisition of L1
 2. the learning of L2
 3. the learning of L3
- Hufeisen's model also states that there is no limit to the number of languages that a learner can learn
(Hufeisen & Marx, 2007)

Factors involved in L3 learning

- Neuro-psychological factors
- Emotional/affective factors
- Cognitive factors
- Foreign language specific factors
- Linguistic factors

(Schwab,2016)

Toward Plurilingual/multilingual learning and teaching practices

Since the publication of Howatt's book in 1984, convincing arguments and new perspectives coupled with a holistic understanding of language teaching and learning started to emerge and push for more use of methods and approaches for plurilingual practices

(Howatt, 1984)

Multilingual/plurilingual learning and teaching approach

Essential principles:

1. The importance of integrating all languages the learner has acquired or is acquiring, including the language spoken at home
2. In a multilingual learning and teaching approach, metalinguistic awareness is a key factor
3. The emphasis moves from focus on 'negative interference' to crosslingual continuous integration and 'positive transfer'
4. teachers and learners become skilled in using their previous knowledge to make the utmost use of languages that belong to the same language family

(Schwab,2016)

(Passepartout, 2008)

What teachers need to do

- Make their students aware of resources
- Help students to compare and contrast languages they are learning
- Teachers need to discuss factors involved in L3 learning in order to help learners' awareness of the resources available to them from learning L1, L2, L3, etc.

(Hufeisen & Marx, 2007)

(Schwab, 2016)

The importance of changing of teachers' beliefs

To ensure the successful implementation of these new plualingual approaches, the following should be taken into consideration:

1. teachers' beliefs and teachers' own language learning experiences
2. teachers not only have to understand the new approach but also accept it and adapt their own teaching style to suit the new approach
3. teacher professional development programs need to aim at changing teachers' beliefs and approaches as these will have a great impact on the success of the new learning and teaching approaches

(Schwab,2016)

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