



CLIL unbound: when languages flow **freely** CLIL / EMILE / DNL libéré : lorsque les langues circulent **ouvertement**

MAXIMISING LEARNING OUTCOMES LINKED TO CLIL IN PRIMARY AND SECONDARY
EDUCATION

INTERNATIONAL WORKSHOP, FRANCE EDUCATION INTERNATIONAL,
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What is multilingualism communication?

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.*

Aiwa, he agrees and turns to my sister.

Tu veux goûter le veau? C'est très bon ici.

Posso provar a vitela? 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.

Voções estão a falar quantas línguas?

A patchwork of experiences



The language buddy





Nayr

Ibrahim



Dynamic and simultaneous multiplicity

(Ibrahim, 2023: 235)

In Johannesburg, where they are from, most people speak at least five languages, says one of them, Theo Morris. For example, Theo's mother's language is Sotho, his father's is Zulu, he learned Xhosa and Ndebele from his friends and neighbours, and English and Afrikaans at school. "I went to Germany before I came here, so I also speak German," he adds.

Adults do it ...



Children do it ...

- ▶ Yeah...every time she looks at my laptop she goes:
- ▶ “**papi, todo esto, c’est mine!**”
- ▶ She’s got such a language tutti frutti mix...she cracks me up!
- ▶ (Facebook comment of a friend about his 3-year-old daughter, 26 August, 2016)

My 7-year-old's latest language mixing: "qué vamos a hacer with a drunken sailor?" 😂😂

10:11 · 15/05/2021 · [Twitter for Android](#)

2 Retweets 1 Quote Tweet 26 Likes



Dr Nayrlbrahim @Nayrlbrahim · 5d ...

Replying to [@rmnightingale](#)

Lovely! Did she try to sing it too?



1



Richard Nightingale @rmnighti... · 5d ...

He did actually say it more or less to the same tune as the song 😎

Children do it...

One day at recess, a distraught five-year-old approached me and proclaimed angrily, “Fulanito me tagó.” Confused, I attempted to understand her meaning: “¿Te tocó?” (“He touched you?”) She shook her head. “¿Te atacó?” (“He attacked you?”). No again, thankfully. Frustrated, the student replied, “Me taGÓ, like in tag, Maestra.”

<https://www.languagemagazine.com/2018/09/10/a-pedagogy-of-translanguaging/>

Language acquisition milestones

12 – 24 months

10

First words at around 12/13 months for both monolingual & bilingual

Stage 1:

Child does not differentiate between languages

pickle + cornichon = pinichon

(Grosjean, 1982)

Language acquisition milestones

12 – 24 months

11

Stage 2:

Increased differentiation between languages

Mami vuole Stickzeug, ***vuole*** Arbeit, ***si?***
(Mommy wants knitting, wants work, yes)
(Grosjean, 1982)

Language acquisition milestones

12 – 24 months

12

Stage 3:

Child can differentiate languages at lexical and grammatical level

Dov'è Kitty? (*Italian friend*)

Wo ist Kitty? (*German mum*)

(Grosjean, 1982)

Language acquisition milestones: 24-36 months / 3 – 4 years

Morphosyntax:

children can identify and use correct sentence structure e.g. negatives

n'aime pas/do not like

Mixed utterances:

bross-ing my dents

Repair language choice:

klappe hand  *clap hand*

► (Grosjean, 1982)

Hypotheses and word workshop

Cross-linguistic
comparisons

I made *sum caix* (6-7 year old)

Metalinguistic
entanglements

- I *spick* French at school and with a *tooter*. (8-year old)
- The reason why I'm *trilingle* is ... (10-year-old)
- I *learnded* French at school. (9-year-old)
- My mother *subscribed* me to the British Council. (14-year-old)
- When I grow older and I want to find a job, being bilingual is a quality which is very *researched*. (12-year-old)

Language activation

The key question is not *whether* the first language(s) of a learner should be activated in the classroom, but *how* pedagogies can be developed that build on the insight that both languages are active during language processing.

(Treffers-Daller, 2024, p. 3, italics added)

Own linguistic resource

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).



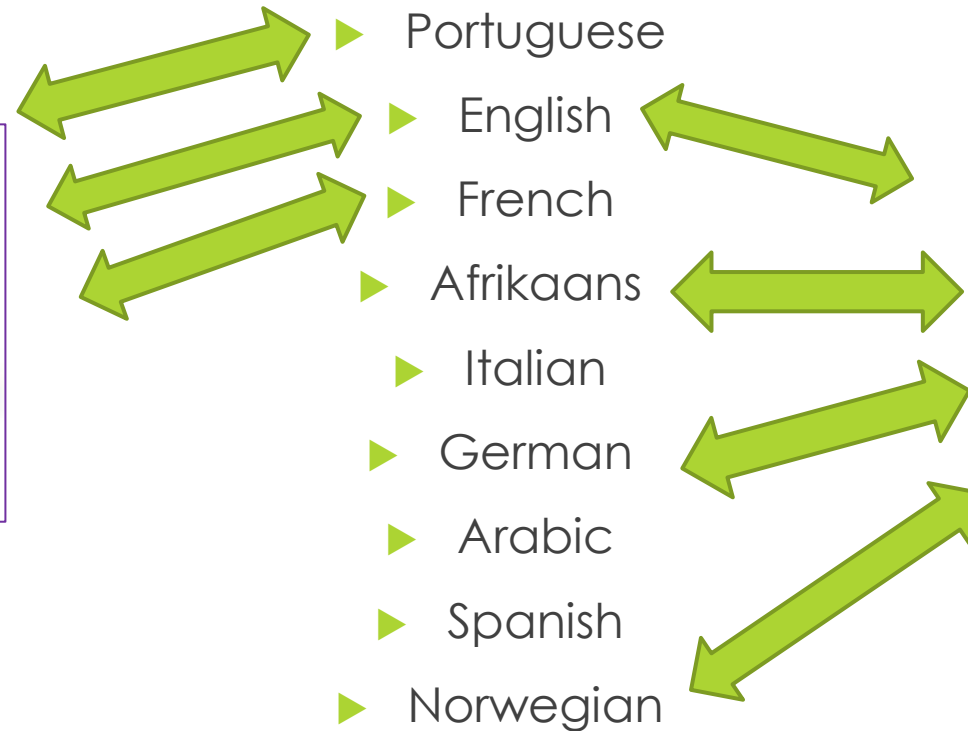
Multilingualism as a learning strategy

L1/mother tongue

► (Portuguese)

second language

(English)



Translanguaging

- ▶ Trawsieithu (Williams, 1996)
- ▶ English-Welsh bilingual education
- ▶ 'the planned and systematic use of two languages for teaching and learning inside the same lesson' (Lewis, Jones and Baker 2012: 3)

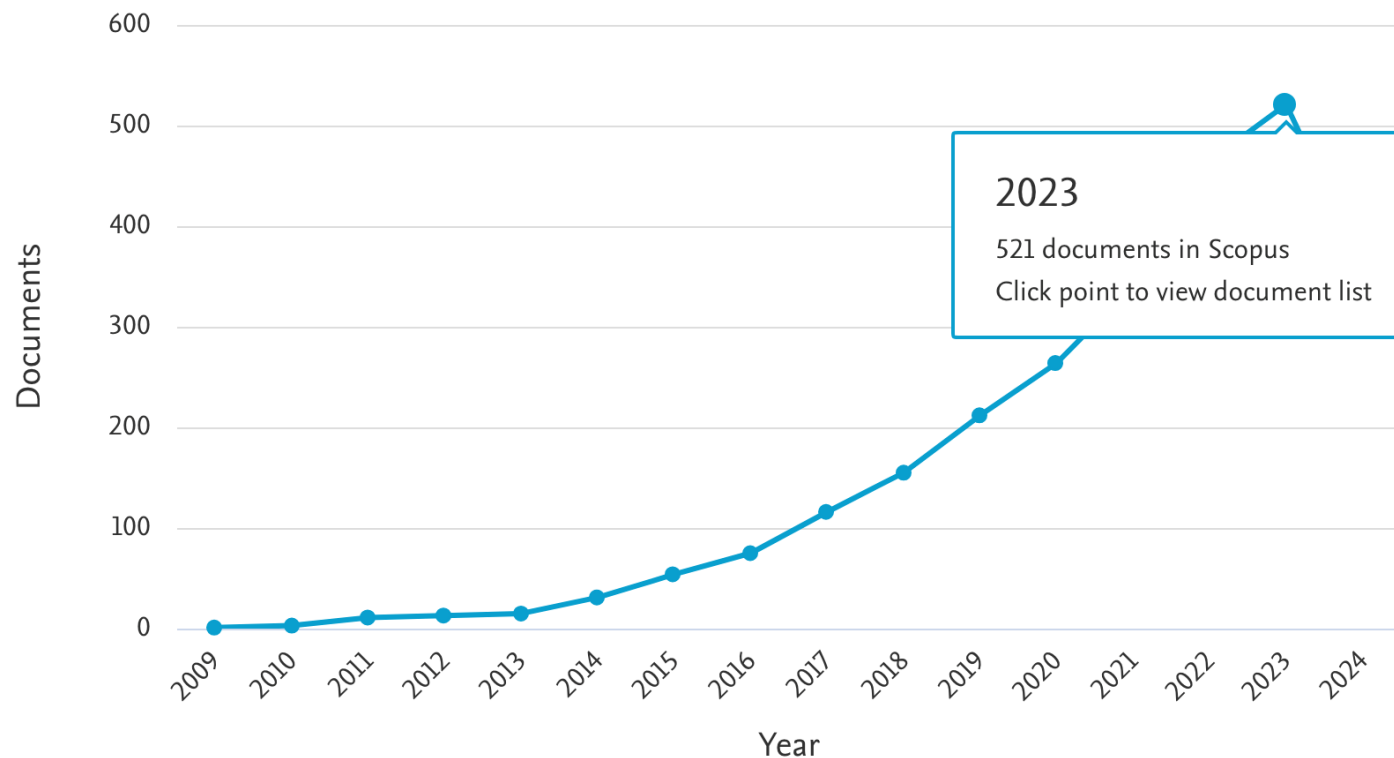


Translanguaging

- ▶ the act performed by bilinguals of accessing linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential (García, 2009: 140)
- ▶ the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system (Canagarajah, 2011: 401)
- ▶ the process of meaning making, shaping experiences, gaining understanding and knowledge through the use of two (or more) languages (Baker, 2011: 288)

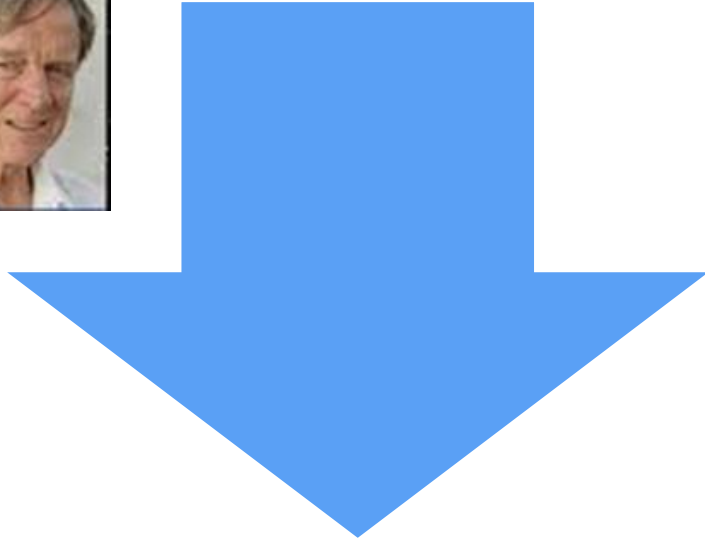
Translanguaging research in numbers

Documents by year



More than **3000 publications** containing the term translanguaging

Based on Prilutskaya 2021: Publications on translanguaging by year (<https://www.scopus.com/home.uri>, accessed on the 15th of August 2024) based on Duarte's keynote at IAM Gronigen

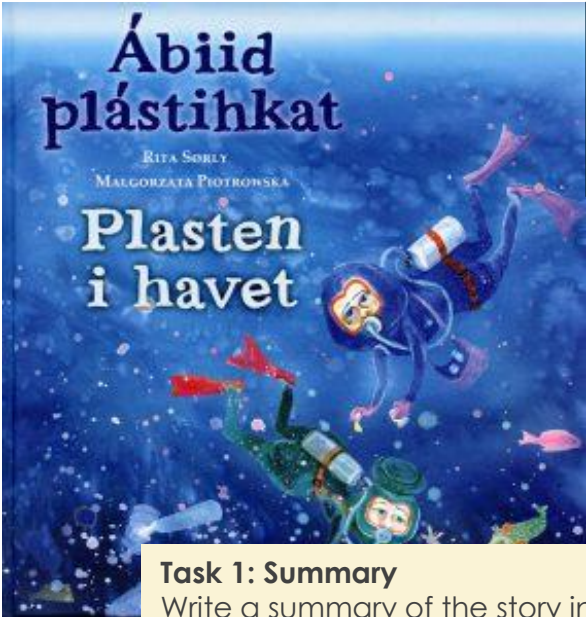


Pedagogical translanguaging is 'planned by the teacher inside the classroom and can refer to the different languages for input and output or to other planned strategies based on the use of students' resources from the whole linguistic repertoire.' (Cenoz & Gorter, 2017, p. 904).



Spontaneous translanguaging 'refers to the reality of bi/multilingual usage in naturally occurring contexts where boundaries between languages are fluid and constantly shifting (Cenoz & Gorter, 2017, p. 904)





Reading a dual language
Northern Sami / Norwegian
picturebook

Engaging with Northern Sami
through looking for cognates

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 encourage everyone to use as little plastic as possible.

Writing a summary of the story in English

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

Follow the links below and find out about the importance of nature and the environment for indigenous cultures and their struggle to protect their ancestral lands.

North American tribes
- Pipeline conflicts
Sunniva, Hanna, Andrine

The Maori in New Zealand
Threats to the Maori

Conflict about the Restrictions for Traditional Salmon Fishing in Sami Territories
By Heidi, Rabeil, and Jutta
Confesso

Preparing a presentation about Indigenous peoples and issues

Quantitative vs Qualitative

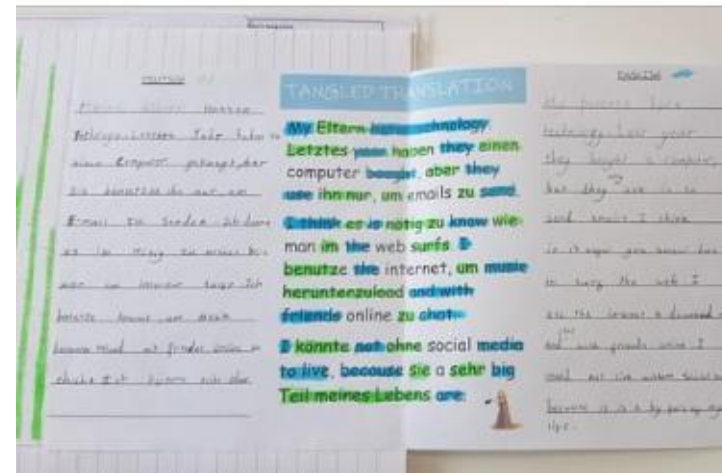


Translingualism:

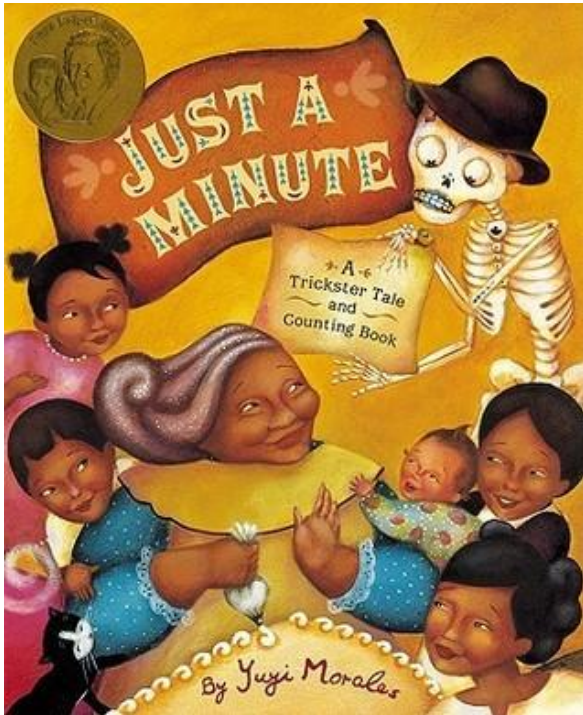
“communication transcends individual languages”; and “communication transcends words and involves diverse semiotic resources and ecological affordances” (Canagarajah, 2013)

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),



Pedagogical translanguaging



- T **Claro!** If she doesn't blow out all those candles her wish might not come true! **Si no, no se le cumple el deseo!** Her wish. What do you think she wished for?
- C She no want go with **la calavera**. She want stay with her family.
- T Right. Why?
- C **Porque cuando uno se muere, ya no ve a su familia. Solo del cielo y lloran. Como mi Tío.** [When one dies, you no longer see your family. Only from the sky, and you cry. Like my uncle.]
- T **Puede ser...** Katy, I'm so proud of you!
- C (gives the teacher a huge hug)

(Pino, 2019, p. 64)

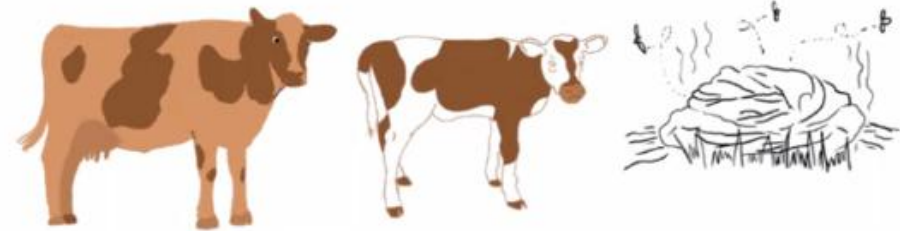
Isicatshulwa esisibhalwe ngokusulungekileyo nesilwimi-ninzi

Fixed and fluid multilingual text



Sithetha ngantoni xa sisithi
living and non-living things?

Igama "living things" libhekisa kwizinto eziphilayo okanye ezazikhe zaphila while igama elithi "non-living things" libhekisa kwizinto ezingaphiliyo nezingazange zaphila. In English "living things" are things that live. In order for things to live, they have to do seven things. They must breathe (ziphefumle), grow (zikhule), eat (zitye), reproduce (zizale), move (zenze intshukumo), have senses (zibe neziva-mvo) and excrete (zikhuphe). These are called the **seven life processes**. "Non-living things" are things that have never lived, azizange ziphile Let's learn some more...



Inkomo/Cow, lthole/Calf, ubulongwe/cow dung

Glossary

suitable conditions	imeko ezifanelekileyo
Biology	iBayoloji
Biologist	iBiologist/iBayolojisti
once-living	into eyayikhe yaphila

Kazakhstan

- Trilingual Education Policy (TES) - “trinity of languages”:
- Kazakh as the official language,
 - Russian as a language for interethnic communication,
- English as a language for global economic integration.



Reasons for translanguaging

- To convey thoughts and concepts that might be easier to explain in a specific language.
- To convey a message more accurately
- To fit into a particular social or cultural context
- To emphasize a particular word or phrase
- To include or exclude someone from a conversation
- To foreground a particular identity
- To make a multilingual joke, for humour
- To fill in a vocabulary gap (don't know or can't remember the word)
- To scaffold the learning of a new language

Rules of translanguaging

- ▶ Rules-based and language constrained
Inter- and intra-sentential
- ▶ Depends on or is restricted by the grammatical structure of the host language
- ▶ Occurs at points in discourse where juxtaposition of L[1], and L2 elements does not violate a syntactic rule of either language, i.e., at points around which the surface structures of the two languages map onto each other
- ▶ Words or phrases substituted are content words and phrases of the guest language

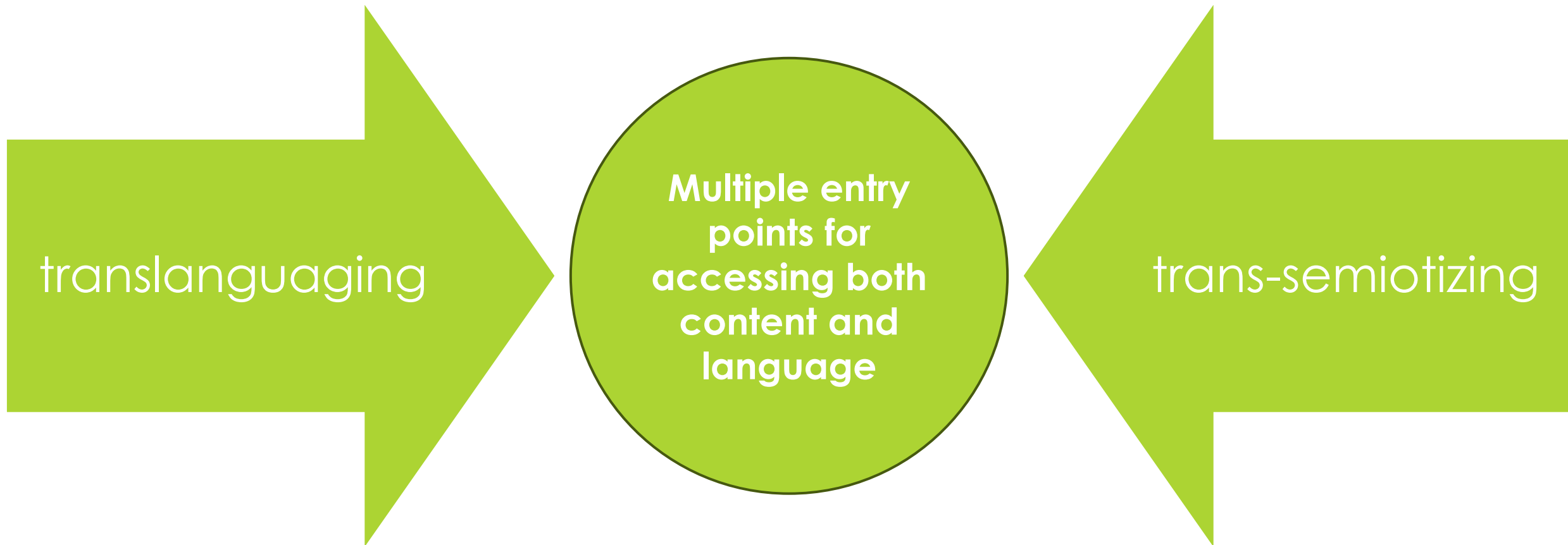
Translanguaging and CLIL – friends or foes?

- ▶ A qualitative analysis of transcripts from CLIL (English) and non-CLIL (German) biology lessons in Switzerland Bieri (2018)
 - ▶ **Result:** using students' source languages to explain technical vocabulary was particularly effective for negotiating meaning
- ▶ A study of cognate identification and cognate awareness conducted in a multilingual primary school (Basque, Spanish, and English) in the Basque Country (Leonet, Cenoz & Gorter, 2020)
 - ▶ **Result:** pedagogical translanguaging positively influenced morphological awareness and the multilingual learners' perception of their multilingual repertoire.
- ▶ An exploratory study in Austria, Finland, and Spain (Nikula & Moore, 2019)
 - ▶ **Result:** valuable tool for bilingual learning, with pedagogical and interpersonal motivations influencing language choices in CLIL classrooms.
- ▶ An ethnographic study of translanguaging in the dynamic flow of interactions a CLIL classroom in Hong Kong (Lin & He, 2017)
 - ▶ **Result:** naturally used in CLIL classrooms despite dominant monolingual instruction policies, as students and teachers engaged in meaning-making about lesson topics.
- ▶ A participant observation study of bilingual 3rd-grade Natural and Social Sciences and English Language classes in Portugal (Pinho Feller, 2022)
 - ▶ **Result:** translanguaging and scaffolding as pedagogical tools in the CLIL classroom aid in the meaning-making process

Trans-semiotising

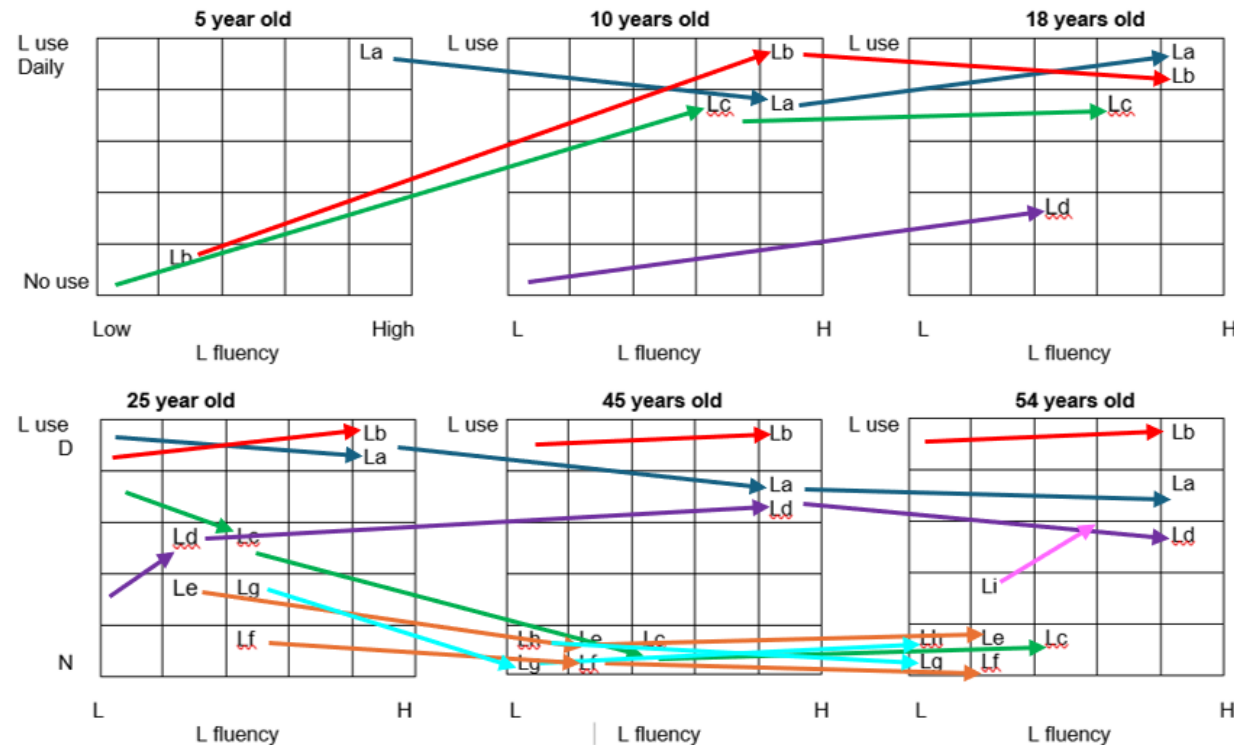
- ▶ the process of making meaning by shifting between or combining different modes of communication, such as language, images, gestures, and symbols, digital tools (Ruiz de Zarobe, 2025)
- ▶ From a focus on language to **multimodality**, which is broadly described as “the use of textual, aural, linguistic, spatial, and visual resources, or modes, to construct and interpret messages” (Li Wei, 2018, p.21)
- ▶ “**Trans-semiotizing**” to see “languages as entangled with other semiotics (e.g. visuals, gestures, bodily movement) in meaning making” (Lin, 2019, p. 5)
- ▶ A study to investigate how a science teacher in a CLIL programme employed various definitional practices in an English medium physics class in Finland (Kääntä, Kasper & Piirainen-Marsh, 2018)
 - ▶ **Result:** highlights the value of coordinating multilingual and multimodal practices to effectively define and contextualise physical phenomena.
- ▶ Investigating how co-teachers employed translanguaging and trans-semiotising strategies in CLIL lessons for primary students with dyslexia in Hong Kong (Liu & Lin, 2024)
 - ▶ **Result:** potential of blending translanguaging and multimodality to support learners with special needs, particularly in facilitating their use of the target language

Multimodality and trans-semiotizing

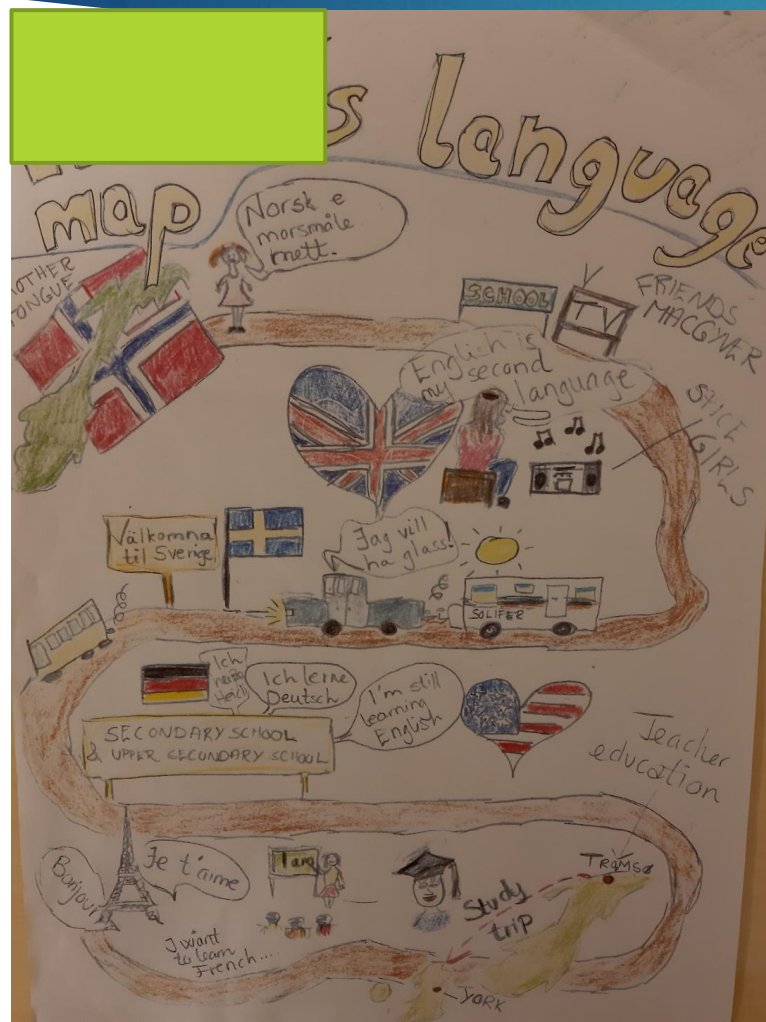


Language grid (Grosjean, 2010)

La: Portuguese Lb: English Lc: Afrikaans Ld: French Le & Lf: German & Italian Lg & Lh: Hebrew & Arabic Li: Norwegian



Language maps: translingual multimodal journey



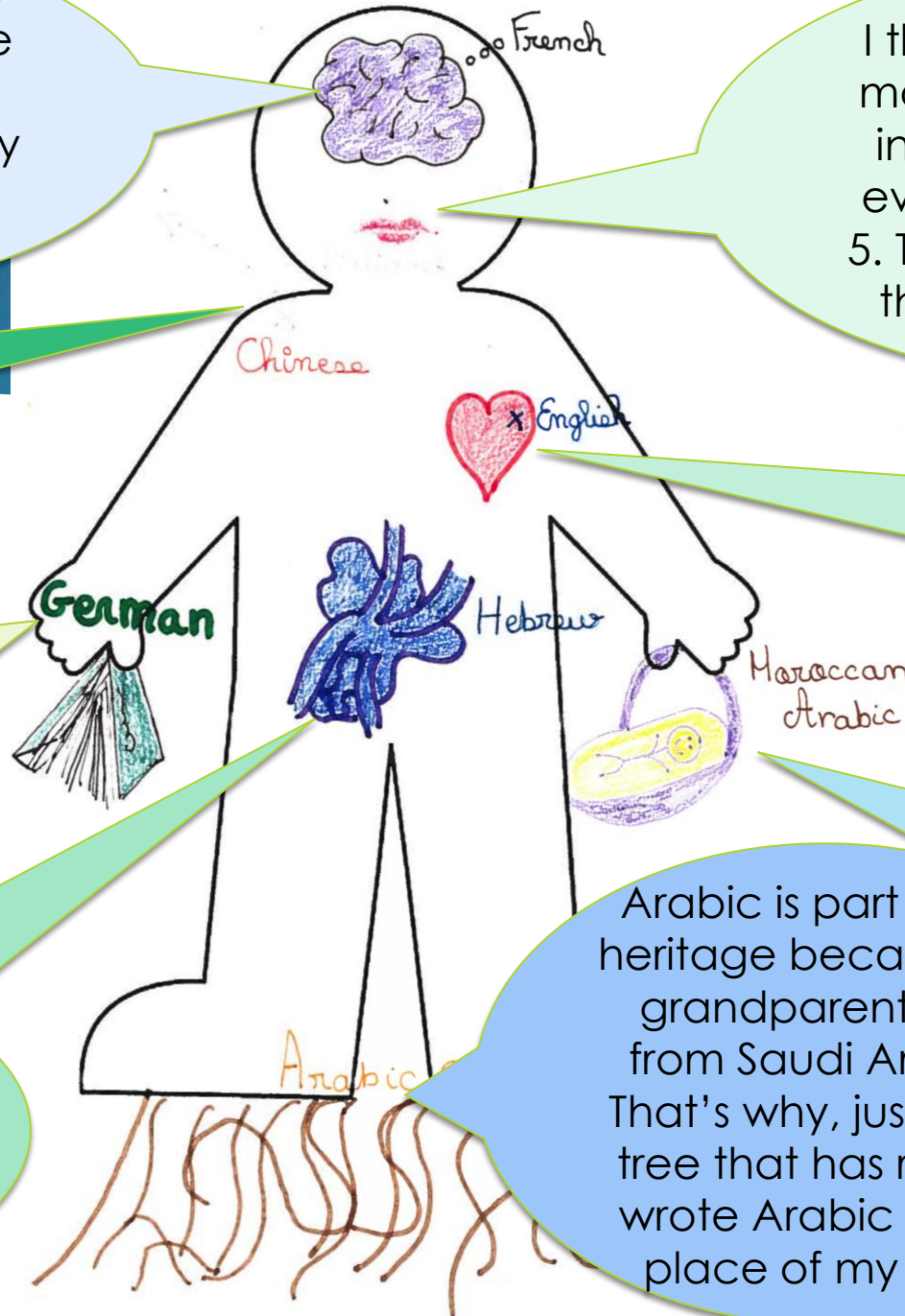
(Ibrahim, 2022a)

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

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

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



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.

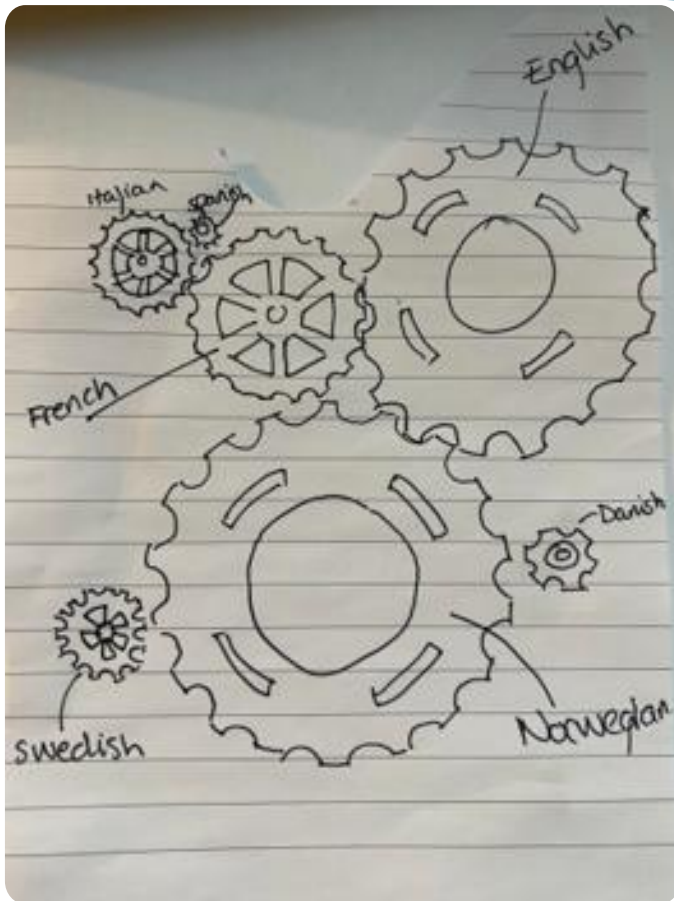
I put English at the place of my heart, because it is my emotional and imaginative language.

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.

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

(Ibrahim, 2019)

DLC artefacts (Ibrahim, 2022, 2024, 2025)

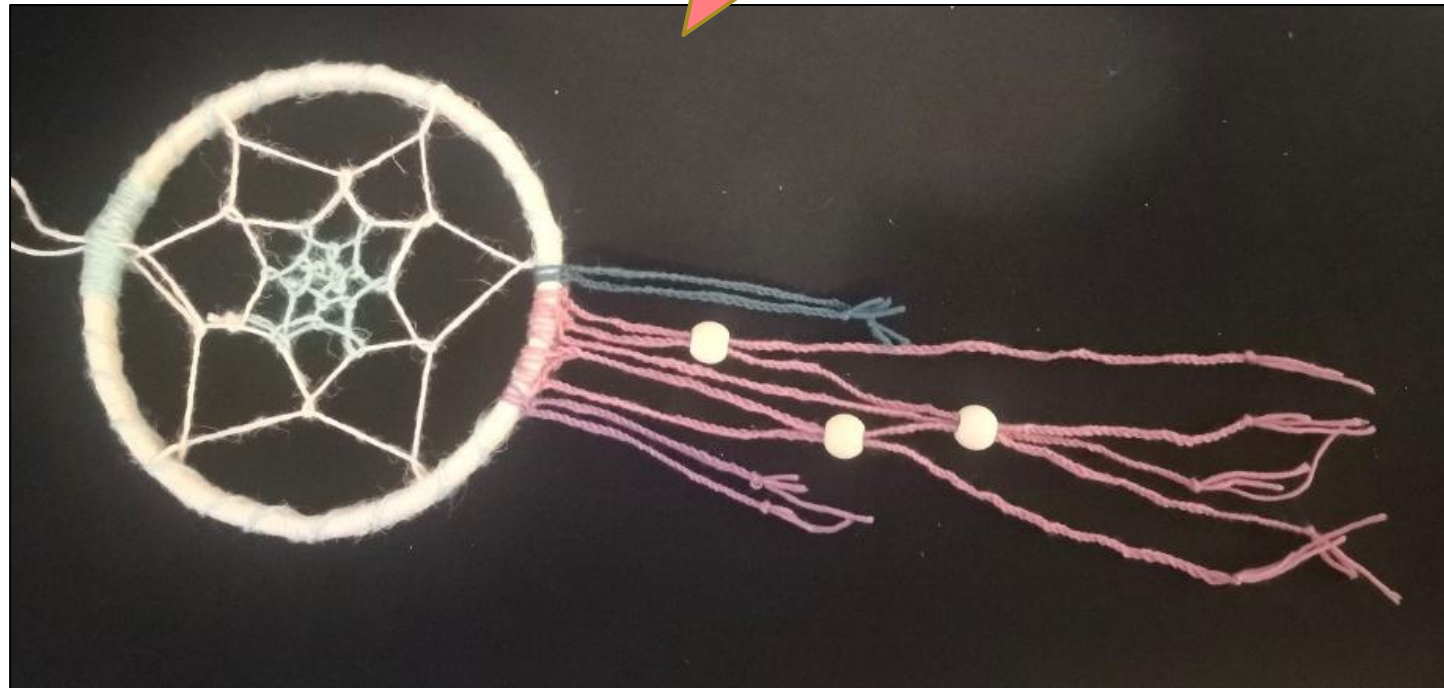


I haven't thought about colour yet, I wanted to focus more on function, and how the different languages work together, and how they together contribute to my language proficiency. I also wanted to illustrate that my DLC is not something static, but rather it is in a constant state of movement.

The Swedish and Danish flags were represented on the back of the Norwegian pillars like 'Lucky Winners' because all my knowledge in those languages is based purely on the fact that I know Norwegian.

My cobweb consists of many different threads woven into each other, making me mix up words and such. A dream catcher represents this cobweb metaphor in a nice way.

(Ibrahim, 2024)



Experience

If we take off
English...or
French or
Spanish, it's like
you take off a
part of a person
...a part of the
body. (11)

(Ibrahim, 2021)



The power of my languages

**Multilingual
education is
empowering**



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