

Language passports 'Food cultures and languages'

Lesson example provided by Hannelore Malfait (HTISA)

Functional multilingual learning in secondary education

Source:

https://stad.gent/sites/default/files/page/documents/Lesvoorbeeld_Talenpaspoorten_eetculturen%20en%20talen.pdf

from Onderwijscentrum Gent - Ghent Education Centre

1. Objectives

a. to map out the different (home) languages of pupils

b. to emphasise the added value of multilingualism

c. to use the home language functionally when preparing and presenting a speaking assignment

> Curriculum objectives General Subjects Project ('PAV' in Dutch, which is a subject that combines Dutch and several different general subjects in vocational education)

× 1 Under guidance and in concrete situations, find and select relevant and accessible information from ICT sources.

× 2 Use relevant and accessible information under supervision and in concrete situations.

use. - concrete information from ICT sources

× 7 *Be prepared to check own texts.

× 24 Under guidance, compare aspects of everyday life of people from another time or place with one's own.

× 28 *Respect: differences and similarities in lifestyles, values and norms.

× 30 *Demonstrate willingness and courage to: - listen, speak, have conversations and write; - attend to the use of language.

× 11 Accomplish tasks of limited scope and of relatively short duration individually under supervision through the following steps: - organisation; - implementation; - reflection; - adjustment.

2. Duration: 4- 5 teaching hours

3. Target group: 4 BSO (4th year vocational education)

4. Class arrangement: individual (with possibility of consulting with each other)

5. Method:

a. Orientation

× During this task, we will find out which languages are all spoken in class and which dishes are to your liking!

× You are going to introduce your language passport, country of origin and favourite dish to the class! Follow the steps below.

b. Prepare

1. Take out your language passport.

2. Choose a favourite dish from your country of origin.

Favourite dish:

3. Create a Word document. /5

-> Gather general information about your country of origin.

(Capital city, number of inhabitants, location, places of interest, the town or village where he /she lives, ...)

-> Put the recipe of your favourite dish in the Word document.

-> Translate the names of the ingredients into your mother tongue.

(If you find the recipe in your mother tongue, translate the ingredients into Dutch)

-> Convert the quantities so that you can make the dish for each student in the class. Record these quantities in a table! (Number of pupils in the class:)

c. Perform

1. Create a PowerPoint presentation /10

- Start slide: Image - title - name - class

- Slide 2: Details of your language passport

- Slide 3: Information about your country of origin

- Slide 4: Picture and information about your favourite dish

- Slide 5: The ingredients needed for your recipe

-> Picture, the name in your mother tongue and the name in Dutch

- Final slide (thanks for listening)

d. Presenting in front of the class /12

- × For each slide, write down what you are going to say.
- × Practice your presentation in with a fellow student.
- × If you are not sure whether your sentence structure or word choice is correct, call the teacher.
- × You introduce your presentation.

6. Reflect

- × Indicate what is appropriate for you.

Speaking Skills Meter

VERY GOOD

GOOD

MATTRY

INVOLVED

Content

The content matches the assignment perfectly.

The content is even extended.

The content matches the assignment perfectly.

The information is not always correct, or is incomplete.

The content does not match the assignment at all.

Fluency

I speak very fluently.

I speak fairly fluently.

I speak with minor hiccups. Thinking pauses.

I speak with hiccups and you also have too long thinking pauses.

Word usage

I vary my word usage a lot.

I can express myself precisely.

I pay attention to my word usage.

I do not arrive at the words that express exactly what I mean

My vocabulary is very limited.

I fail to express exactly what I mean.

Pronunciation

I have very good intonation and pronunciation.

My pronunciation is very acceptable.

My pronunciation is not always correct.

I make many pronunciation errors that hinder communication.

Speaking guts

Not nervous.

Eye contact ++.

Healthy nerves.

Eye contact +.

Nerves just under control.

Eye contact ±.

Nervous/ laughing, falling silent.

Little eye contact.

7. Material

- Exercise sheet with an assignment
- Language passports

8. Effects / evaluation

- The pupils' multilingual background is made visible in a positive way, which increases their well-being and involvement.
- The pupils are motivated and curious about other pupils' mother tongues, and treat them with respect.
- The pupils go further in terms of content than in other look-up and speaking tasks, where they are only allowed to use Dutch, which makes the task more challenging and richer for them.
- By giving place to pupils' home languages in a functional way, their linguistic potential is used in a thoughtful way rather than blocked off.

9. Tips/experiences

- Think carefully beforehand about the composition of the group.
- Take into account the different proficiency levels of a home language of the pupils and respond accordingly.
- You can also go further and develop a theme around language passports/linguistic background of the pupils.