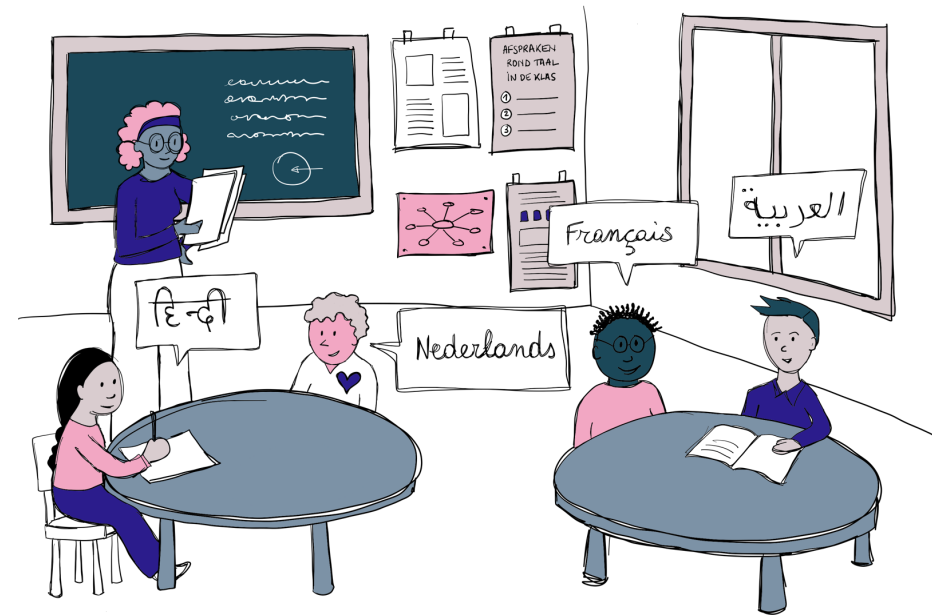


E-course on multilingualism and learning

A blended course for preschool, primary and secondary education

Start →



CDL presents: e-course on multilingualism and learning

Goal?

About what and
for whom?

Built upon
and by?

Practicalities?

Why this
course?

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NEXT →

About what and for whom?

A blended course for WORKING teachers in preschool, primary and secondary education

MODULE 00

WELCOME!

MODULE 01

(LANGUAGE) DIVERSITY
IN
EDUCATION

MODULE 02

LANGUAGE
AWARENESS

MODULE 03

LANGUAGE
ACQUISITION:
THE MULTILINGUAL
LEARNER

MODULE 04

LANGUAGE
ACQUISITION: THE
MULTILINGUAL
LEARNER AT SCHOOL

MODULE 05

FUNCTIONAL
MULTILINGUAL
LEARNING (FML)

MODULE 06

FML: LEARNING
LANGUAGE AND
CONTENT

MODULE 07

FML:
MULTILINGUALISM
AND EVALUATION

MODULE 08

FML: SOCIAL AND
CULTURAL
DIMENSIONS

MODULE 9

CONCLUSION

NEXT →

Course elements

The course consists of three building blocks

COMPULSORY ASSIGNMENTS that you apply immediately in your lessons, including debriefing.

Offline



ONLINE LEARNING MATERIALS full of scientific insights into multilingualism, visual presentations and small exercises.

Online



RICH ONLINE EXCHANGE of experiences and ideas with other teachers and experienced trainer in a small group.

Online



NEXT →

Extra: train the trainer

A course for trainers of the e-course

STARTERS COURSE

- how to do good e-learning and keep participants motivated
- dealing with diversity in the classroom

TRAINERS COMMUNITY

- exchange
- SDL experts advice
- webinar latest research

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U Gent

Talensensibilisering-20220519_182727-Opname van vergadering.mp4

2) Talensensibilisering op school en in de klas



Talensensibilisering
(2.1)



Activiteiten
(2.4)



Reflectie-oefening
(opd.3)

55:00

Help

←

2:15:25

Sluiten

Activiteit

Chat

Teams

Tasks voor ...

Agenda

Oproepen

Bestanden

Create Team

Apps

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This course was built UPON:

BACKGROUND RESEARCH:



- Specific material for FML
- Teachers' development and implementation of multilingual approaches
- Content, design and participation analysis

CASE STUDIES and voices
from the ground



EXPERT commentary

frequently
heard **TEACHER
CONCERNS**



a pilot study
amongst **IN-SERVICE
TEACHERS**

**3 EDUCATIONAL
LEVELS:** preschool,
primary and
secondary education,
in exchange



NEXT →



Casestudie STUDIE-ADVIES EN STEREOTYPERING

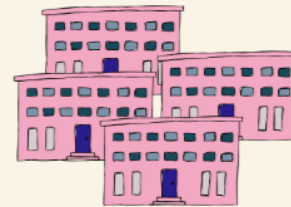
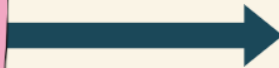
Een onderzoek van:



Advies



BASIS

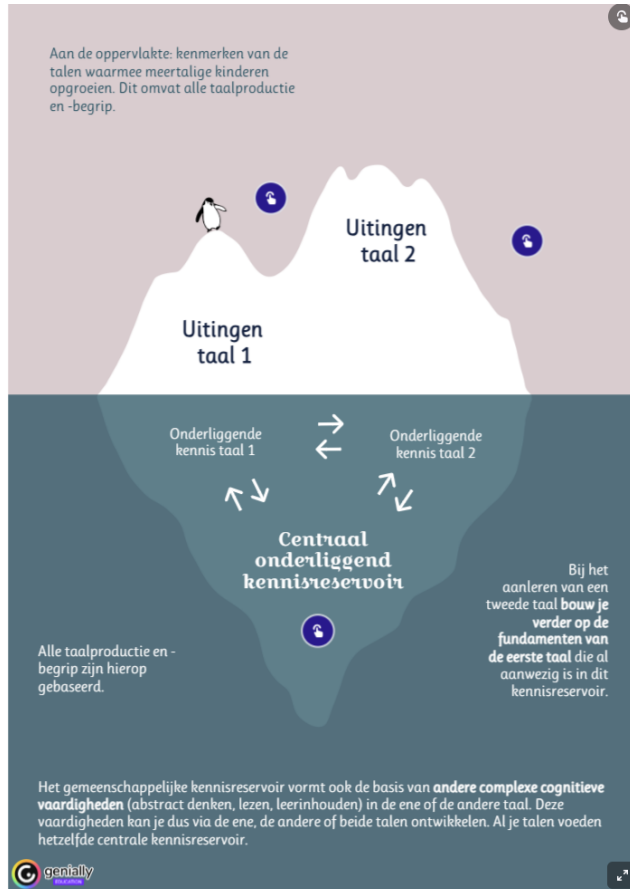


SECUNDAIR



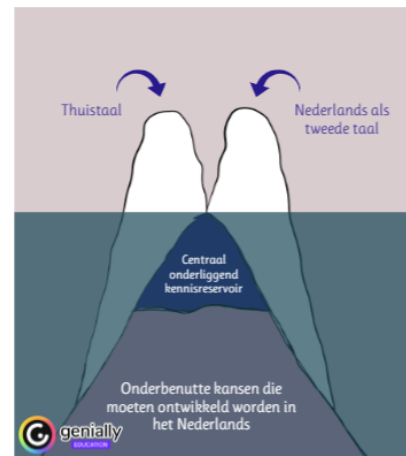
Aan het einde van het 6de leerjaar geven leerkrachten studie-advies aan de leerlingen.





Enkele praktijkvoorbeelden

Je leest hieronder enkele voorbeelden (gebaseerd op Learnalberta, 2022).



Voorbeeld 1: Shreya

Shreya is geboren in België, niet lang nadat haar ouders uit India waren overgekomen. Thuis spreekt ze Hindi en met haar vrienden op school Nederlands. Ze gebruikt ook vaak Hindi met de Indiase gemeenschap en andere familieleden en vrienden. Haar gezin heeft thuis boeken, kranten en tijdschriften in het Nederlands en het Hindi en ze kijken tv in beide talen.

Shreya's vaardigheid in het Hindi is naast die in het Nederlands blijven groeien en ze is **in beide talen min of meer even sterk**. Ze heeft een nieuwe taal (Nederlands) aan haar repertoire toegevoegd, zonder haar eerste taal (Hindi) te verliezen. Ze **wisselt gemakkelijk af** tussen beide talen en kan in allebei complex 'diep denken'.

Wat betekent het voorbeeld van Shreya voor de school?

Leerlingen zoals Shreya kan je best aanmoedigen om hun **twee talen op een hoog niveau** te houden. Mogelijk hebben ze **expliciet taalonderwijs** nodig om te zorgen dat ze sterke taal- en leesvaardigheden in het Nederlands (als schooltaal) blijven ontwikkelen.

This e-course was built BY:

- SDL colleagues - their COVID hobby project
- an interdisciplinary building team



**Expert in
multilingualism in
the classroom**



**OKAN
teachers**



**Visual artist and
editor**



**E-learning
specialist**



- financial support from ESF



Gefinancierd door
de Europese Unie
NextGenerationEU

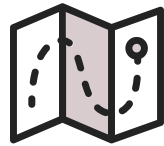
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Why this course?



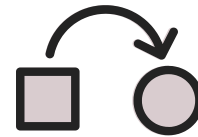
Added value

- Gap between multilingual beliefs and classroom implementation



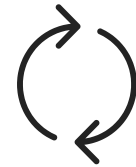
How + why

- Interplay of attitudes, knowledge and practice



Long term

- From symbolic practice towards long term functional scaffolding



Exchange

- Insufficient exchange between schools about dealing with (language) diversity

... no, a single session will not suffice.

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**That's all.
Any questions?**

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