# Medien – Wissen – Bildung: Augmentierte und virtuelle Wirklichkeiten

25.-26. April 2019

350 universität innsbruck

Wir bauen Brücken. Seit 1669

Claudia Mewald   PH Niederösterreich
Sophia  Czasny     PH Burgenland

# Goals

⇨ encourage autonomous language acquisition with an interactive platform

⇨ encourage 6-14-year-old learners to produce authentic and engaging texts

⇨ produce learning materials and on-line games to accompany these texts

⇨ provide immediate feedback on task performance based on a set of underlying strategies and competences

⇨ support multilingualism & plurilingualism based on FRINCOM (Framework for Intercomprehension Methodology)

# Terms

Multilingualism: ability to use two or more languages, either by an individual speaker or by a community of speakers

Plurilingualism: use of two or more languages in one conversation for the purpose of effective communication

Intercomprehension: ability to make sense of written or spoken texts in languages the readers/listeners have not (yet) acquired or studied

Translanguaging: people use their acquired languages to understand and communicate in the unfamiliar languages of the others

Lingua Franca: one language adopted as a common language between speakers whose native languages are different

# Intercomprehension

*It is a characteristic trait of intercomprehension that it does not demand the ability of verbal production in the target language (Doyé, 2005:7)*

**intercomprehension competence:** the capacity to understand other languages without having studied them

**intercomprehensive performance:** each person uses his or her own language and understands that of the other

Intercomprehension can be an alternative or complement to the common use of a *Lingua Franca*
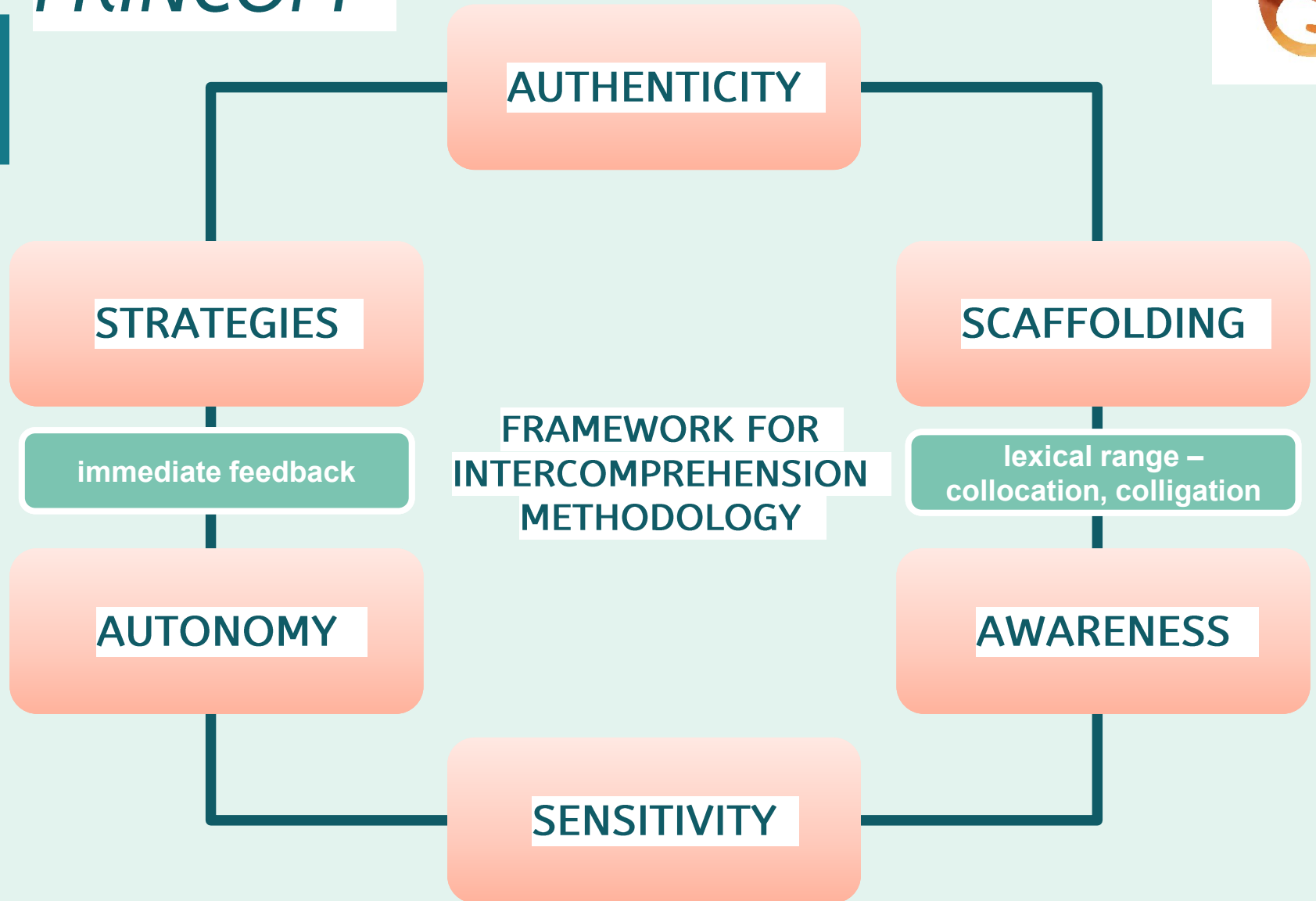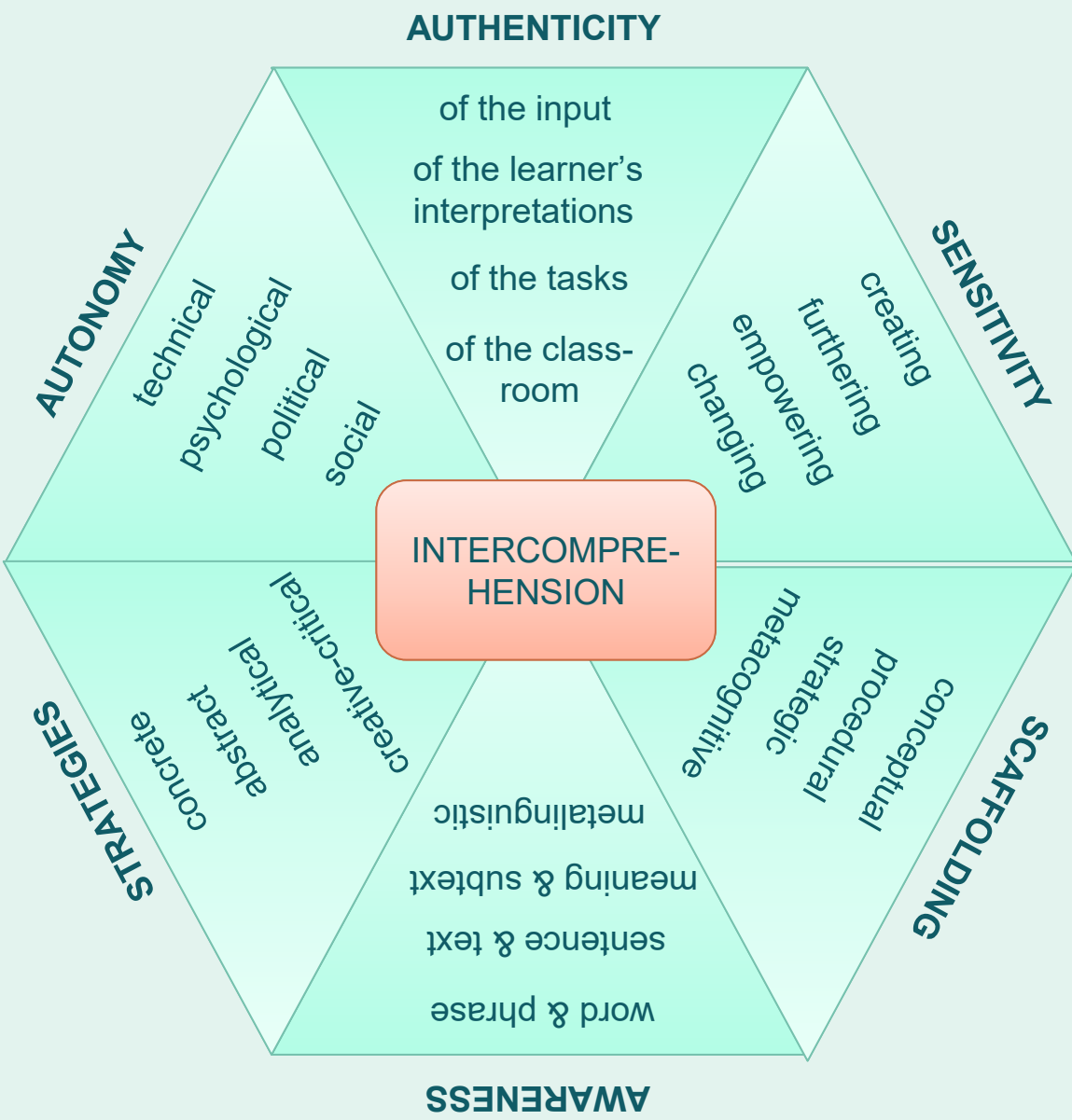
# Fostering intercomprehension competence

⇨ learning designs that make conscious or unconscious intercomprehension possible

⇨ create the *necessary conditions of learning* to facilitate a multilingual acquisition process, encourage the development of intercomprehension competence, establish intercomprehension as a guiding principle to help pupils...

*... acquire the strategies needed for the understanding of the texts and utterances of any new language they might encounter in the future.*

*(Doyé, 2005:20, Marton 2015 , Mewald & Wallner 2018)*

# FRINCOM

**AUTHENTICITY**

**STRATEGIES**

**SCAFFOLDING**

immediate feedback

**FRAMEWORK FOR INTERCOMPREHENSION METHODOLOGY**

lexical range – collocation, colligation

**AUTONOMY**

**AWARENESS**

**SENSITIVITY**

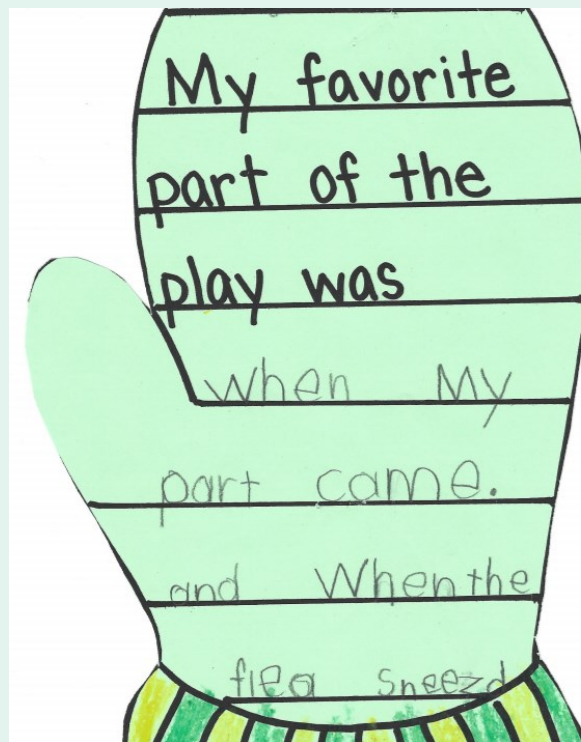# Authentic texts

**Written text:**

**Transcript corrected:**

My favorite
part of the
play was
when my
part came.
and When the
flea Sneezed

My favorite part of the play was when my part came and when the flea sneezed.

Lexical Diversity

Tagger

Errors

Lexis: EVP

Lexis: BNC

text.

For the meaning of A1-C2 please see here.

| PERCENTAGE | NUMBER OF METRICS USED | CEFR LEVEL |
|---|---|---|
| 37% | 12 | B1+ |

| | |
|---|---|
| Sentence count | 18 (Amend) |
| Token count (excluding numbers) | 132 (Amend) |
| Type count (unique tokens, excluding numbers) | 82 (Amend) |
| Average sentence length | 7.33 words |
| Type/token ratio | 0.62 |

# Authenticity of situation: Young learners …..

⇨ reasonably sound command of their family languages

⇨ infer meaning without understanding everything

⇨ interpret meaning and use limited language resources creatively through mixing or adapting languages they have picked up

⇨ plurilingual environment – in most families the individual members speak diverse language varieties

⇨ positive, relaxed and unharmed attitude towards new languages based on the process of initial language acquisition without formal instruction

# Authenticity of virtual learning environment

⇨ exposure to target language

⇨ entertainment (reading/listening for pleasure)

⇨ authentic reason and space for creating and publishing texts

⇨ communicate and interact with other users

⇨ create community

⇨ managing and organising learning

(adapted from Stanley 2013)

# Authenticity of input and tasks

⇨ the authenticity of the texts (written or spoken) used as input data

⇨ the authenticity of the actual social situation of the virtual learning space (platform)

⇨ the authenticity of the tasks in a virtual learning space

Mewald & Wallner (2018), adapted from Breen (1985:68)

# Austrian Style Pancakes

1008

Austrian Pancakes - 1008

★★★★☆ 4.17/5 (6)

| Quiz | Do! | Classroom task |

Quiz for

Austrian Style Pancakes

Start quiz

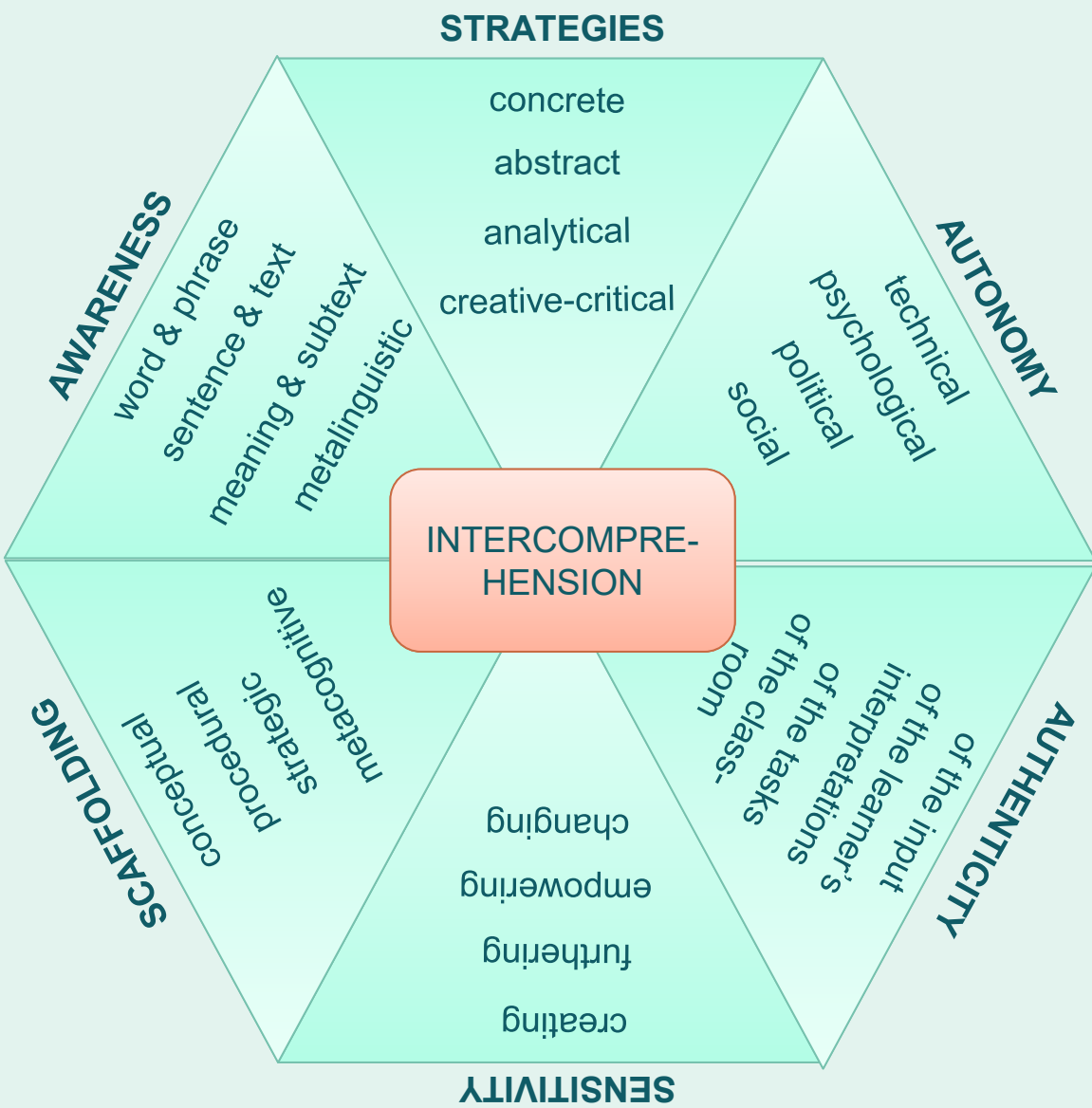**Lexis**
- Mind Map_How to make a pancake
- Graphic organizer. Recipe

Activities

My Rating

ID

Transcript

Lexis

Activities
- Learning App
- Quizlet 1: Cooking, nouns
- Quizlet 2: Cooking, Verbs
- Vocabulary game: The kitchen
- Hangman game: Cooking instructions

My Rating

ID

Transcript

ℹ Click on info to hear the word.

Survey

https://www.palm-edu.eu/content/1008-austrian-style-pancakes/

STRATEGIES

concrete

abstract

analytical

creative-critical

AWARENESS

word & phrase

sentence & text

meaning & subtext

metalinguistic

AUTONOMY

technical

psychological

political

social

INTERCOMPRE-HENSION

SCAFFOLDING

conceptual

procedural

strategic

metacognitive

AUTHENTICITY

of the input

of the learner's interpretations

of the tasks

of the class-room

SENSITIVITY

creating

furthering

empowering

changing

# Strategies (Quiz)

⇨ items designed with the goal to trigger the use of specific strategies – diagnostic feedback through the platform

⇨ item development in tandems/group work: think aloud protocols and/or notes to collect initial feedback on strategy fit & Lesson Study

(Mewald & Wallner 2018)

Question **5** of **8**

5. Question

Why does Valentina like Clarice Bean?

- Because she often does things she is not allowed to.
- Because she always fights with her brothers.
- Because she looks funny.

Correct

You can understand details.

Next

https://www.palm-edu.eu/content/favourite-book-clarice-bean/

Question **3** of **8**

3. Question

How old is Valentina's favorite book character?

- ○ 10
- ○ 11
- ○ 12

Incorrect

Next

Question **4** of **8**

4. Question

What does Clarice Bean like doing? Tick off the 2 correct answers.

- ☑ She likes to hang upside down.
- ☐ She likes to go outside and play.
- ☑ She likes to color in.

not quite right

Next

| Strategy | Competence | Feedback |
|---|---|---|
| Expeditious reading Selective attention | understanding words/phrases | You can understand words. (1) You can understand phrases. (2) |
| Expeditious reading Selective attention | overall understanding (gist/main idea) | You understand the main idea. (3) You can find the correct title for a text (4). You can find the correct title for a video. (5) You can give the correct title for a text. (6) You can give the correct title for a video. (7) You can find the correct topic of a text. (8) |

| | | |
|---|---|---|
| Expeditious reading Selective attention (listening and/or watching) | understanding information that is explicitly stated in the text (3) | You can find concrete information. (9) |
| Careful reading Careful listening | understanding information and differentiating it from supporting detail (4) | You can understand details. (10) |
| Careful reading Careful listening | understanding information that is not explicit in the text (5) | You can understand what is meant even when it is not directly mentioned. (11) You can read between the lines. (12) You can listen between the lines. (13) You can spot information that is not mentioned. (14) You can understand words from the context. (15) |
| Careful reading Careful listening | providing a personal response that shows understanding (6) | Thank you for your reply. (16) |

# Results

3 of 8 questions answered correctly

Your time: 00:11:26

## You have reached 3 of 8 points, (37.5%)

Average score ▬▬▬▬▬ 44.56%

Your score ▬▬▬ 37.5%
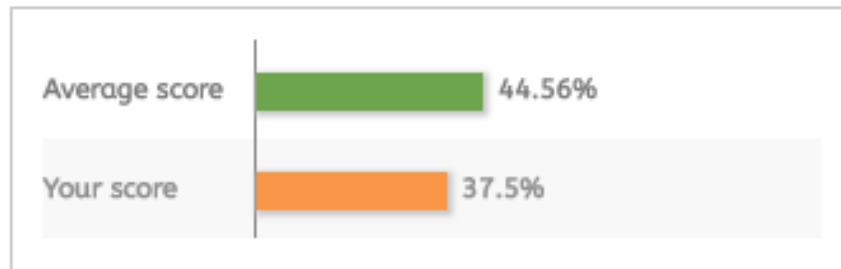
## Competences

| | |
|---|---|
| 1 understanding at word / phrase level | **0%** |
| 2 understanding main ideas | **100%** |
| 3 understanding concrete information | **0%** |
| 4 understanding information in context | **33.33%** |
| 5 inferring information | **50%** |

Maybe watch the video again!

**Restart quiz**  **Print quiz**  pdf
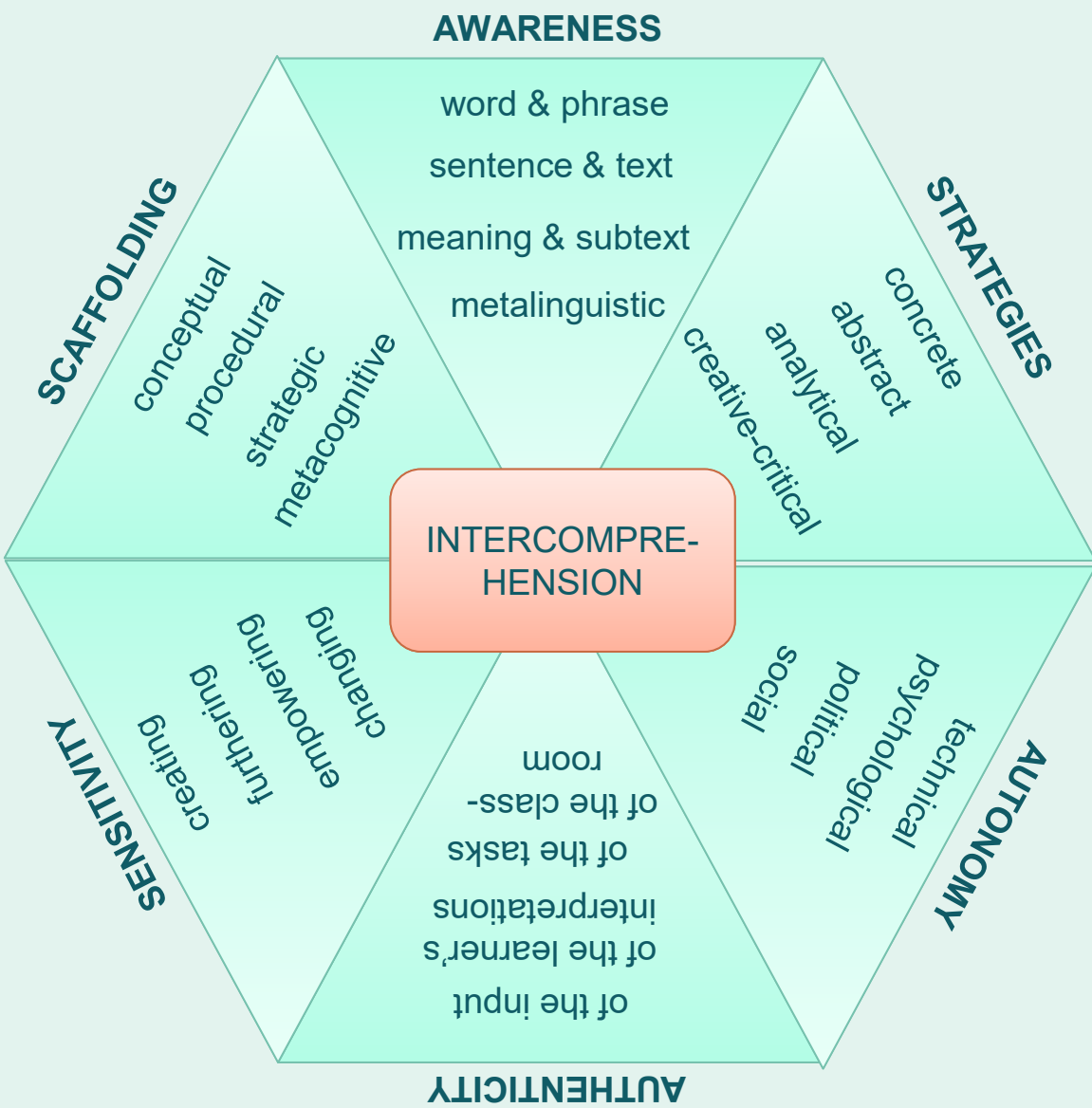
**Task 5 (whole class)**

**Watch the video "What does it mean to be a refugee?" and answer the questions:**

How many people have been forced to leave their homes to escape violence around the world?

_____

What is the difference between refugees and internally displaced persons?

_____

To apply for asylum is _____

What is the difference between a migrant and a refugee?

_____

# Awareness

⇨ making learners aware of their competences

⇨ what they can do in their languages is motivating

⇨ encouraging learners to make use of all their resources available to make sense of new texts

⇨ within "language families" (Romance, Germanic, Slavonic) similarities can be utilised

⇨ making use of tanslinguistic methods (EuroComRom, IGLO, Intercomprehension in Slavonic Languages – Seven Sieves by McCann, Klein & Stegmann 2000)
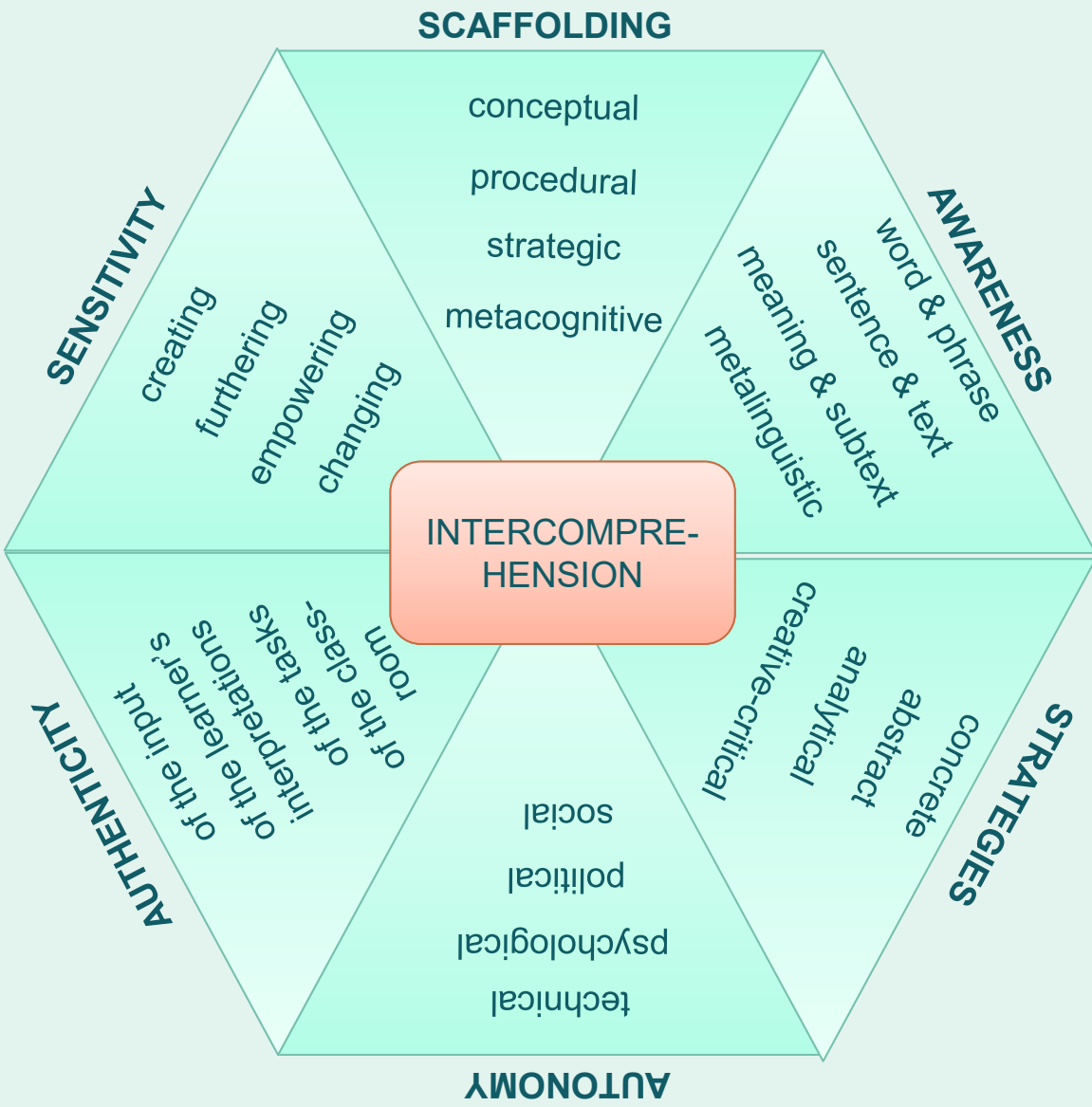
Task 1 | **Task 2** | Classroom task

1. <u>What is your favorite book character?</u> ⬈

2. Would you rather share a room or have a room of your own? Why?

Can you find any words or phrases in the text that are similar in your language?
Please write them down.

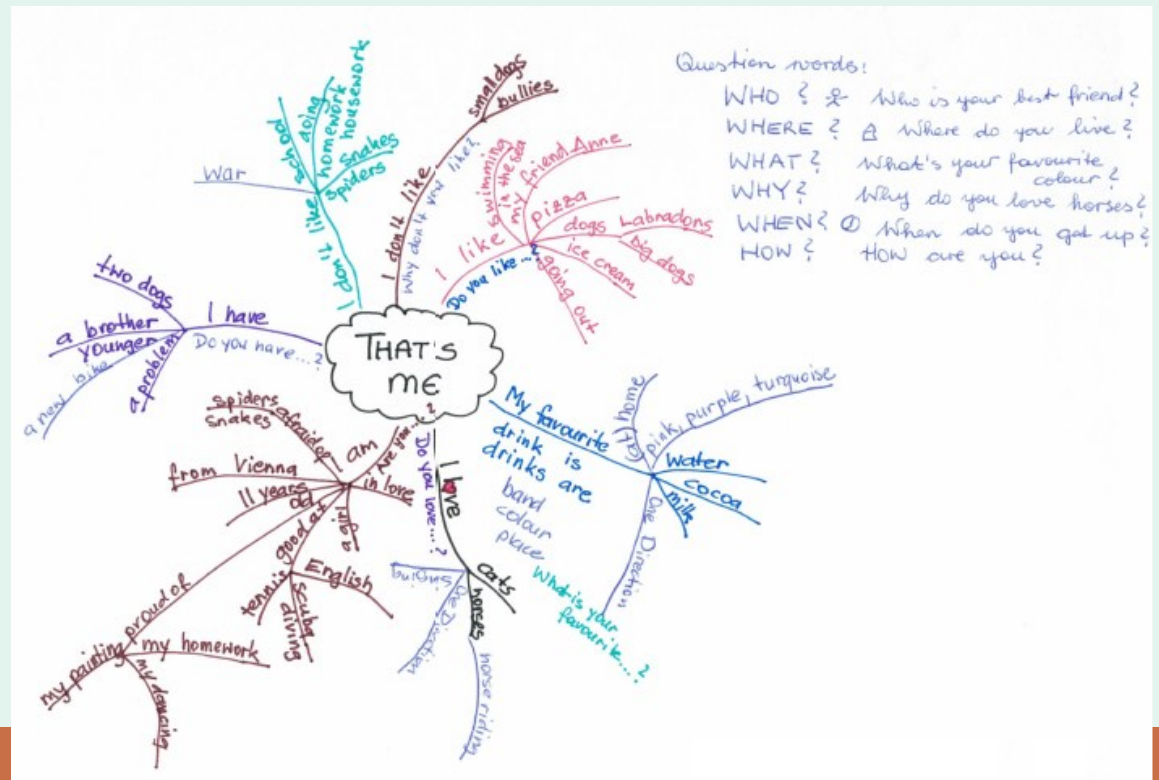We are interested in the words you can find. Please write them here: Words and phrases ⬈

translanguaging tasks

**SCAFFOLDING**

conceptual

procedural

strategic

metacognitive

**SENSITIVITY**

creating

furthering

empowering

changing

**AWARENESS**

word & phrase

sentence & text

meaning & subtext

metalinguistic

**INTERCOMPRE-HENSION**

**AUTHENTICITY**

of the input

of the learner's

interpretations

of the tasks

of the class-

room

**STRATEGIES**

creative-critical

analytical

abstract

concrete

**AUTONOMY**

social

political

psychological

technical

# Scaffolding

⇨ based on careful diagnosis of the learners' readiness and disposition

⇨ eclective selection of assisting activities

# Scaffolding tools

| Tools | Examples |
|---|---|
| **Lexical Organizers**<br>*- present new lexical items*<br>*- organize information*<br>*- help understand new content* | - Mind maps<br>- Diagrams<br>- Graphs<br>- Flow charts<br>- Outlines |
| **Modelling**<br>*demonstrates desired outcome* | - Model text (available design)<br>- Demonstration/instruction<br>- Hands-on task |
| **Step-by-step**<br>*demonstration of a complex task* | **1. Problem formation**<br>Input is introduced<br>**2. Step-by-step example**<br>A worked example demonstrates how to solve the problem<br>**3. Solution to the problem**<br>Written problems and solutions are given to practise autonomously |

# Scaffolding in virtual environments

**Conceptual scaffolding**

helps decide what to consider in learning and guide to key concepts

**Procedural scaffolding**

helps use appropriate tools and resources effectively

**Strategic scaffolding**

helps find alternative strategies and methods to solve complex problems

**Metacognitive scaffolding**

prompts thinking about the object of learning and reflecting on what has been learnt (self-assessment) Nurul & Zaidatun 2014

# T8005 Las partes de la casa
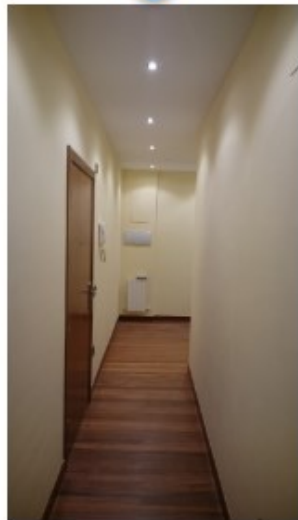
Salón

Habitación de matrimonio

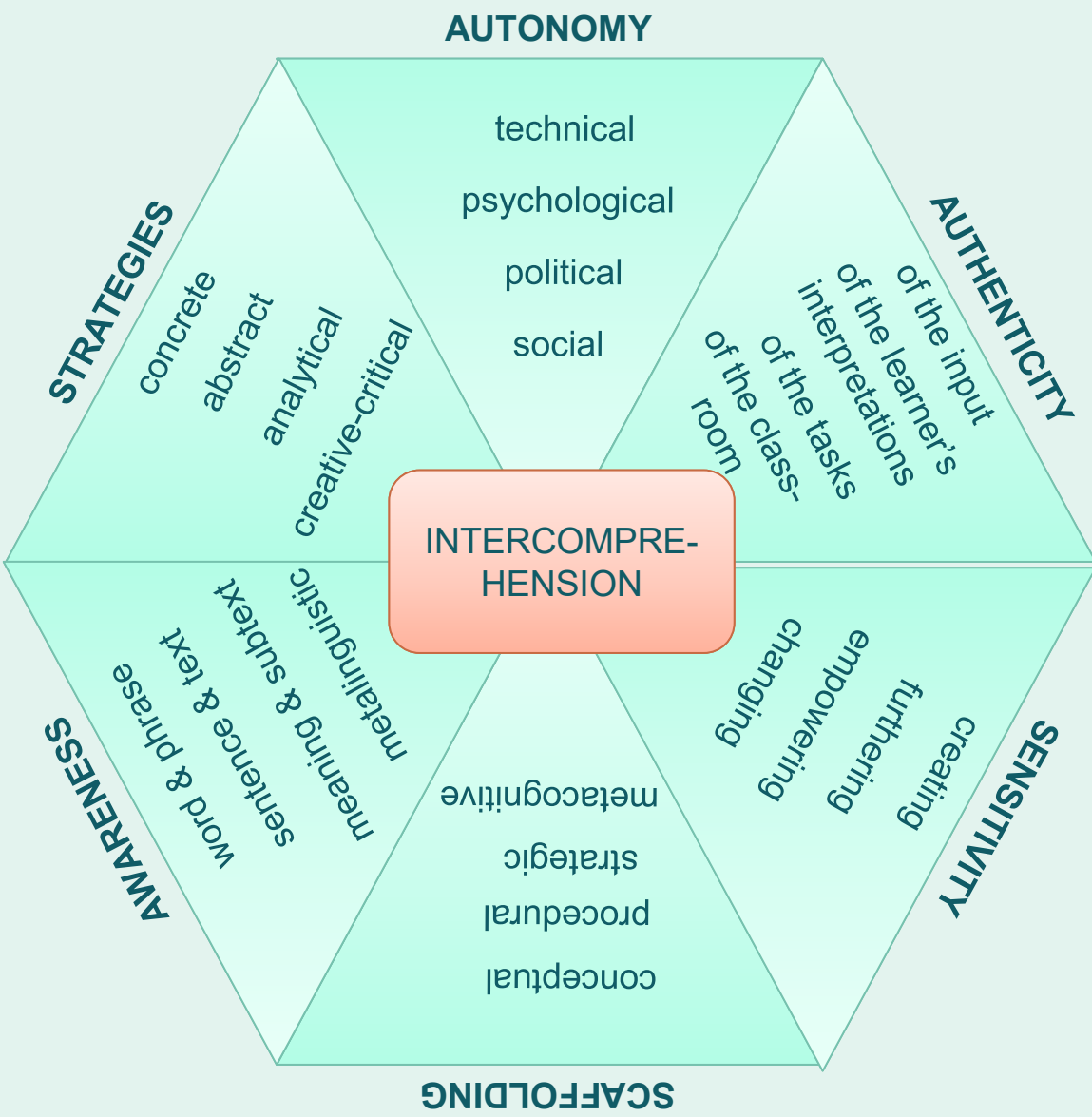Despacho

Baño

Pasillo

Habitación infantil

# La casa

8005



★★★★★ 5/5 (1)

vocabulario

vocabulario 🗗

actividades

mi clasificación

identidad

transcripción

encuesta

| Quiz | Participa! | Actividades para el aula |
|------|-----------|--------------------------|

Quiz for

La casa

Start quiz

# Autonomy

⇨ measures taken by teachers – assistance, never interference

⇨ intercomprehension – potentially self directed process

⇨ learners take the first step – teachers support after careful needs analysis

⇨ level of autonomy and self-direction depends on age and readiness

⇨ fostering autonomy is part of intercomprehension methodology

Mewald & Wallner 2018

## Instructions:

- Walk around in the classroom and ask 3 of your classmates the questions below. **Ask each person at least 4-5 questions.**
- Listen carefully and write the answers into the boxes.

| Questions | Name: | Name: | Name: |
|---|---|---|---|
| What do you love/like about music? | | | |
| Which musical instrument do you play? | | | |
| Have you ever been to a concert?<br>If yes: Which one and what did you like about it?<br>If no: Which concert would you like to go to? | | | |
| Have you ever been to a classic concert, a choir concert or a musical?<br>If yes: Which one and did you like it?<br>If no: Would you like to go to one? | | | |
| Which music do you usually listen to? | | | |
| What is your favourite song at the moment? | | | |
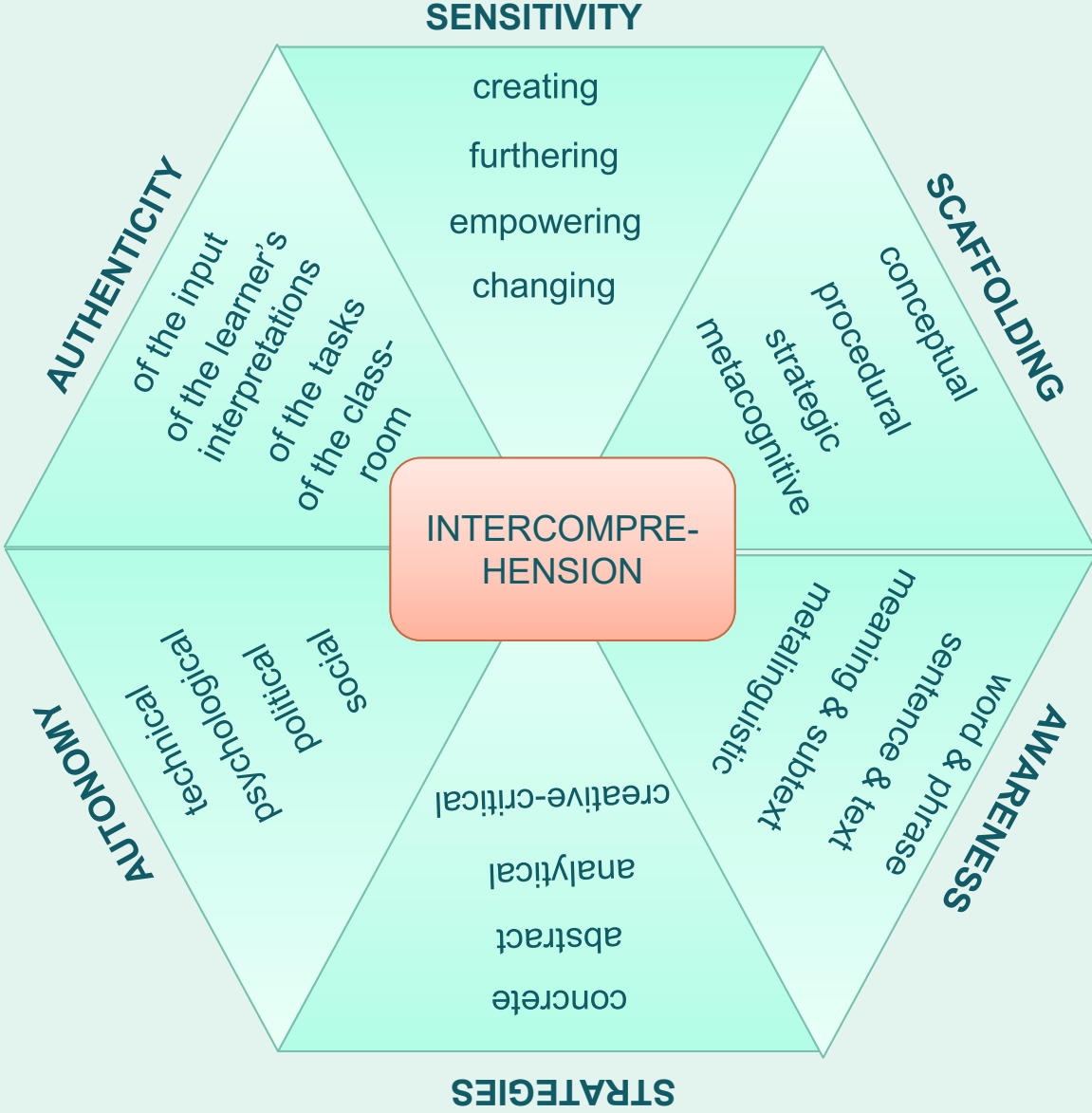
# Sensitivity

⇨ between language(s) and culture(s): intercultural communication is mutually compassionate, respectful, tolerant and collaborative

⇨ aiming at transcultural education which differs from intercultural education in that it intends to create a transformed cultural understanding

⇨ transcultural understanding creates shared cultures rather than parallel worlds of two or more cultures next to each other

Mewald & Wallner 2018

# The Mitten

## An old folk tale
Theater script developed
by Sabine Wallner, 2007

Narrator 1
Narrator 2
Narrator 3
Narrator 4

Grandmother
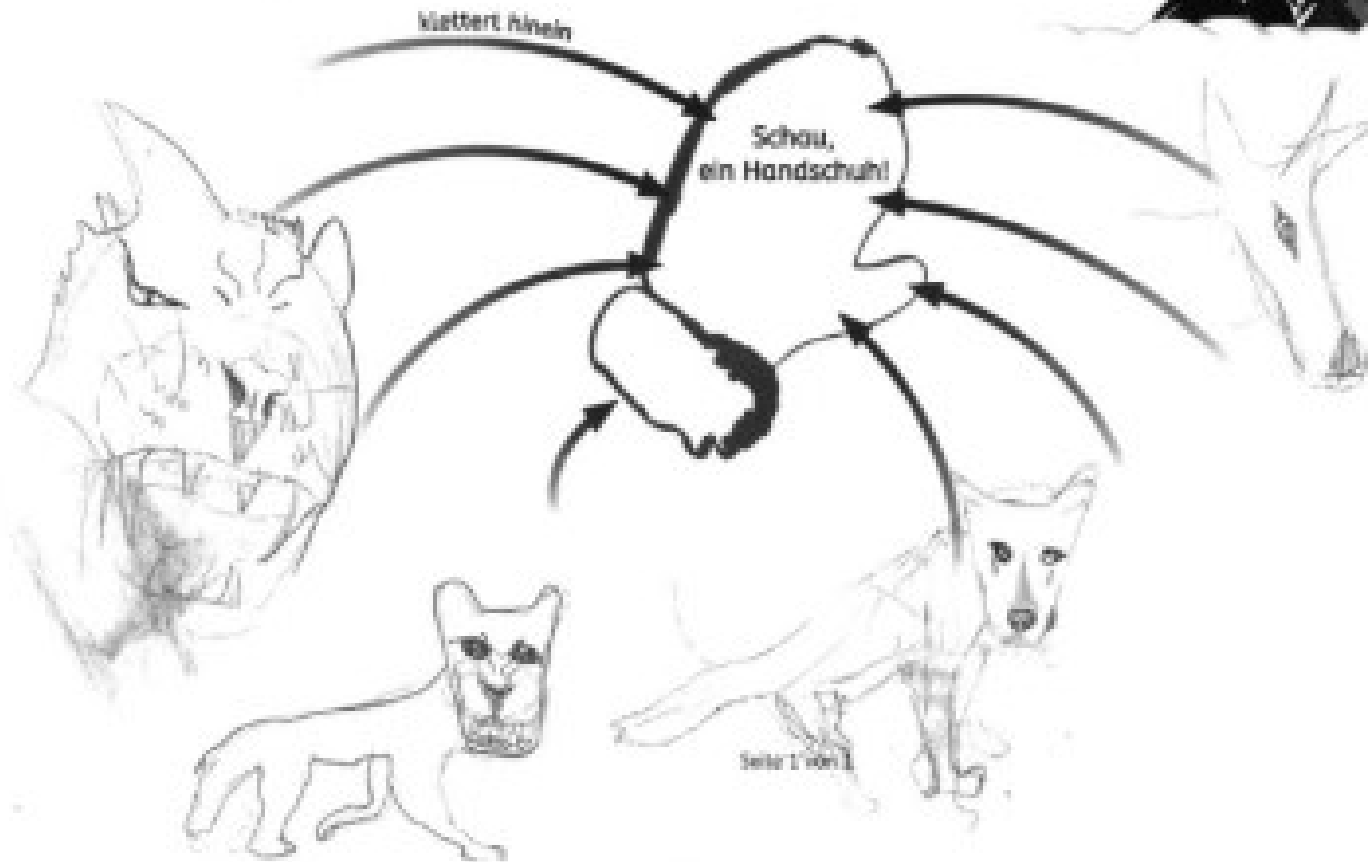Alexi
Snowman

Flea
Mouse
Rabbit
Raccoon
Fox
Bear

Alexi

grandmother

snowman

flea

mouse

rabbit

FUCHS
FOX
ЛИСА

HASE
RABBIT
ЗАЯЦ

BÄR
BEAR
МЕДВЕДЬ

EULE
OWL
СОВА

FROSCH
FROG
ЛЯГУШКА

MAUS
MOUSE
МЫШЬ

WOLF
WOLF
ВОЛК

IGEL
HEDGEHOG
ЁЖ

Es ist kalt im Wald ...

klettert hinein

Schau,
ein Handschuh!

# Thank you for your attention!

claudia.mewald@ph-noe.ac.at

sophia.czasny@gmail.com

www.palm-edu.eu

Boers, F. & Lindstromberg, S. (2008) Cognitive Linguistic Approaches to Teaching Vocabulary and Phraseology. Berlin: Mouton de Gryter.

Breen, M. P. (1985) Authenticity in the Language Classroom. Applied Linguistics, 6(1), pp. 60-70.

Buck, G. (2001) Assessing Listening. Cambridge: Cambridge University Press.

Davis P. & Kryszewska H. (2013) The Company Words Keep. Guildford: Delta Publishing.

Geranpayeh, A. & Taylor, L. (2013) Research and practice in assessing second language listening. Cambridge: Cambridge University Press

Hoey, M. (2005) Lexical Priming. New York: Routledge.

Hulstijn, J. H. (2001) Intentional and incidental second language vocabulary learning: a reappaisal of elaboration, rehearsal and automaticity. In P. Robinson (Ed.), Cognition and Second Language Instruction. Cambridge: Cambridge University Press, pp. 258 – 268.

Khalifa, H. & Weir, C. (2009) Examining reading: research and practice in assessing second language reading. Cambridge: Cambridge University Press.

Nurul, J., Zaidatun, T. (2014). Instructional Scaffolding in Online Learning Environment: A Meta-Analysis. Presented at the 2014 International Conference on Teaching and Learning in Computing and Engineering.

Krashen, S. (2004) The power of reading: insights from the research. (2nd ed.). Westport, CT: Libraries Unlimited.

Marzano, R. J. & Simms, J. A. (2013) Vocabulary for the Common Core. Bloomington: Marzano Research Laboratory.

Nation, I.S.P. (2001) Learning Vocabulary in Another Language. Cambridge: Cambridge University Press.

Mewald, C. & Wallner S. (2018) PALM, eine interaktive Webseite für das Erlernen von acht Sprachen. Baden: R&E Source

Mewald, C. & Wallner S. (2018) Translanguaging tasks for young learners. Baden: R&E Source

Nation, I.S.P. (2008) Teaching Vocabulary – Strategies and Techniques. Boston: Heinle.

Nation, I.S.P. & Newton, J. (2009) Teaching ESL/EFL Listening and Speaking. New York: Routledge.

Weir, C. (1993) Understanding and developing language tests. London: Prentice Hall.