

units.

However, quite often there is a necessity in investigating application of not a certain word or phrases, and whole text, for example, its structure or way of design. It is clear that an array of a very large number of elements in such cases cannot be used because the analysis should be carried out not by machine, but man. For such cases the authors proposed quite appropriate to their point of view innovative ICT-tool – linguistic quasi-corpus. According to the definition in the dictionary quasi (lat. quasi – as if), a prefix meaning 1) imaginary, unreal (e.g., quasiscientist), 2) nearly, close to (e.g., quasioptical). That is, linguistic quasi-corpus is an array of texts (or extracts of texts), selected on any basis and consisting of small (2-20) numbers of elements. The main task of linguistic quasi-corpus is to help the user in analysis of the structure and/or vocabulary of any document when compiling his own document.

It is interesting to note that the principle of quasi-corpus has been used for quite a long time and is very common. For example, a well-known pattern to fill any documents, if it appears 2 or more options can be regarded as a linguistic quasi-corpus.

One should also notice that skillful development and use of linguistic quasi-corpus including relevant to the situation/subject tolerant expressions can asset in fostering linguistic tolerance that can result in tolerant behavior.

Lately society is becoming increasingly aware of how great is the role of global networks in the formation of worldview of the person, especially the young. Unfortunately we currently have a vast number of negative examples of such education. If social nets is a powerful tool for

- Propaganda
- Fostering positive features (e.g., tolerance, sympathy etc.)
- Agitation

we can use above mentioned ICT-tools for benefit of human values fostering them via fostering linguistic media of a person.

Thus we get not just a linguistic tool but a tool formation of universal educational activities, being interdisciplinary, transdisciplinary in nature and ensuring integrity of common cultural, personal and cognitive development and self-development, fostering psychological abilities of the student.

## Conclusion

Current situation in the world make us face many challenges:

- need in overcoming lack of interest to education especially in the fields demanding assiduity, hardworking, flexible mind;
- immersion of learners in virtual reality, their being “natives” in i- and e-world more than in a physical one;
- loss of cultural, ethic and moral values due to different reasons;
- development of cross-cultural communications that in some cases are to be controlled and directed;
- strong necessity in improvement, strengthening and often just fostering tolerance

being probably very important for educators. To overcome difficulties, to solve problems and to meet challenges successfully educators are to reconsider concepts of education on the whole, existing approaches to it, their place and role and in particular, use modern (ICT) tools and technologies which learners are very familiar and get used to. It will allow raising motivation and interest of learners. Moreover educative opportunities are significantly widen to benefit learning outcomes.

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## LEARNING THE LANGUAGE OF SCHOOLING IN MULTILINGUAL CONTEXTS

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### Abstract

The proficiency of language of schooling is directly related to the academic success of students and it is necessary for the establishment of the various interactions in schools. In addition the language of schooling is also a tool of knowledge construction and knowledge transmission, and enable students to develop their autonomy and their democratic participation.

The Portuguese education system receive students with different language experiences outside the school context that influence their performance in learning and use the language of schooling. Recently, Portugal has also received many students from immigration and due to this, the population in school population is increasingly multilingual and require other ways of integrating all students who attend the school.

Based on this reflection, we present an intervention project aimed to the development of language learning through arts, in a multilingual context, with a group of pupils in a primary school, in the municipality of Amadora. The results confirm students have improved their level of linguistic performance.

**Key words:** language learning, language of schooling, multilingual contexts

### The language of schooling in multilingual contexts

The proficiency of language of schooling is directly linked to school success, because the school has a specific discourse and it is a place of (inter) communications. In this sense, the language of schooling is the tool used to establish interactions between students and teachers, to transmit and acquire knowledge, to study and develop knowledge, and many other situations that are uniquely confined to school. This characteristic accords to the language of schooling the power to be a unique and particular code (Beacco *et al* 2015).

It is quite evident the language adapts to different contexts and situations, for example, the language of the media, the administrative language, the language of the street and we can see with these examples, as they are distant from each other. Although “school speech be prepared for a student-standard, no pedagogue still had contact with this type of student” (Braun 1998: 17). The school develops an appropriate language to a student-standard, from a middle social environment and possessed of certain cultural experiences. However, the school does not receive only students who correspond to this stereotype created decades ago. And despite the school having open to all students in the mid-twentieth century, only recently the policies makers drew attention to this concept and the school’s speech has not changed in order to ensure overall integration of all students. There is, in some cases, a total misunderstanding to the messages, in that sometimes the language students is far of the school language. This discrepancy is due to the use of different languages by the students - school language, mother tongue, language used with friends, language used in school, among other situations.

Braun refers (1998), in a study in 1997 with native French students from disadvantaged backgrounds, to attend primary school, fall under a weak proficiency of French language. And he reinforce the assumption by stating that belonging to a disadvantaged social environment has implications in the language learning of immigrants and native students. Indeed, the relationship with the language of schooling seems to depend largely on the environment in which the pupil is inserted, and he use different language registers, according to the social class belongs. This phenomenon is explained by the fact that the native students and immigrant students accumulate a “social handicap” and a different linguistic origin, confronting them with serious learning problems of the language of schooling in all areas: reading, writing, vocabulary, syntax, conjugations and speaking, ... . In the study of Gonçalves (2007), students from linguistic minorities also have recognized these weaknesses proficiency of schooling language.

The language of schooling corresponds to a elaborate code and is therefore natural that “children from different types of families, making different uses of language, are in unequal positions to appropriate school speech and produce speech that is in accordance with the school rules” (Pinto 1995: 58). Thus, children whose families use an elaborate code will not have integration difficulties in school due to the familiarity of speech used, but children from families who use a restricted code, and are not familiar with the elaborate code, feel more difficulties integration. In this sense, it is understood also that the symbolic discontinuity between the family environment and the school context contributes to a difficult integration in school and therefore underachievement.

The non-proficiency of the language of schooling leads to academic failure in the language as a subject or even in other subjects of the curriculum, in the sense the language is both object and means of learning.

In fact, the school language proficiency is the main key for the student to be autonomous to learn how to learn and to successfully carry out their school careers. It is a need to develop in students the language of schooling, due to their specificity, so they can fully understand all the written and oral language.

Indeed, several studies (Pinto 1995; Gonçalves 2007; Gonçalves 2010; Silva and Gonçalves 2011) demonstrated the influence of language of schooling in the behavior of school students. In turn, your proficiency is the key to ensuring the academic success of all students.

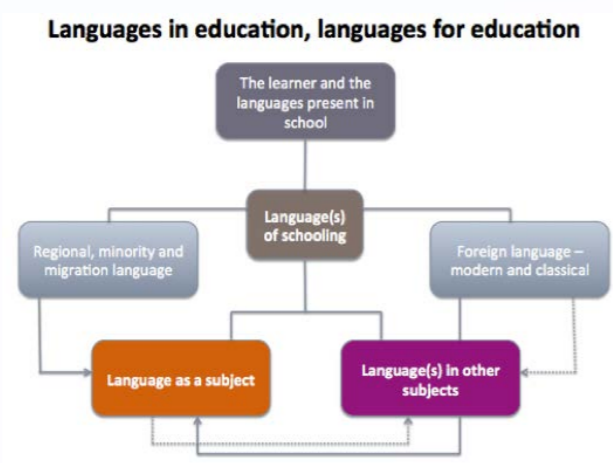
In two thousand and fourteen a recommendation of the committee of ministers of the Council of Europe drew attention to the importance of competences on the language schooling for equity in education and for educational success. One of the key principles in the recommendation highlights the importance of language in all subjects across the curriculum. So, this perspective, putting the focus on the importance of language in all subjects, anticipated by the results of previous studies, is “a challenge for policy-makers and practitioners, because it requires a new insights and a whole-school, cross-curricular perspectives” (Beacco *et al* 2015: 9).

“By acquiring the language of a subject and reflecting on it, all learners will master the content and accompanying tasks more successfully” (Beacco *et al* 2015: 10), and allow students to have a full participation in a democratic society. But, as we know, the language of schooling is not mastered before enter to school, regarding the writing competence and is an issue in particular for pupils from socially disadvantaged backgrounds or whose home language is different to main language of schooling.

In 2009, the Language Policy Unit - Council of Europe present a diagram (see Fig. 1) synthetize in a very clear way the learner and languages present in school: all linguistic varieties, if they are recognized in some way in the curriculum or if they are simply part of the language repertory of pupils (Beacco *et al* 2015), which can be used in school (for example in the playground). In Portugal, many pupils use their regional, minority or migrant language when they are in the playground with colleagues. These languages appear in school and may also be recognized without being taught.

The “language(s) of schooling”, not the first or home language of many pupils, is used as the ordinary vehicle, shared and assumed to be common, for the functioning of the school; it appears in the school as taught subject as such, and as a medium of teaching other subjects. And “foreign languages - modern and classical” are other languages that are school subjects in the curriculum, like English, French, and Latin.

Figure. 1: Languages in education



Source: adapted from Beacco *et al* (2015: 29)

As we mentioned above, to achieve in their learning pupils need sufficient proficiency in the language to be able to understand and participate in the learning process and in school life. “Even if more than one language is used as the main language(s) of schooling, as we see before, a number of pupils still not be using the first or home language for learning purposes. They may underachieve, not because of any lack of ability, but because of their difficulties with language” (Beacco *et al* 2015: 13).

Indeed, pupils need to be able to use the language for learning content, for expresses their understanding and implications of what they learn. This requires a level of competence in what has been called “academic language” by Beacco *et al* (2015: 14) or language of school as designed and highlighted by others authors in previous studies (Gonçalves 2010; Silva and Gonçalves 2011).

However, we are aware that language education is not the only factor in ensuring quality in schools: teaching expertise, resources, socio-cultural context and other influences are also relevant. Nevertheless, “language education is of the utmost importance, (...) and often not sufficiently addressed” (Beacco *et al* 2015: 11).

### The Portuguese context

The Portuguese School is currently linguistically and socially diverse, integrating students from about one hundred and twenty nationalities and in primary school we receive pupils from seventy-five countries.

In previous studies (Gonçalves 2007; Gonçalves 2010; Silva and Gonçalves 2011), immigrant students with fifteen years old, when asked about their feelings and expectations regarding learning Portuguese language, told us they are embarrassed to speak in public because, almost because they know their linguistic problems and they are aware about their difficulties in writing and reading different genres of texts. During the interviews, these students suggested to teachers to develop more practical lessons, which they can work on different contents. These suggestions were extended to language lessons and lessons of other subjects which language is also an important issue. They expressed their worries regarding their personal and professional future, because, after all, they just want school allows them to have a good job and a good live (Gonçalves 2007) (see Fig. 2).

Figure 2: Feelings of immigrant students in Portugal about their learning process



Regarding the results of the studies below-mentioned, we were interested to develop work in first years of school, in primary school in way to better understand the learning language difficulties and their underachievement as well presented by students at fifteen years old. What types of projects can we develop in primary school that could motivate and integrate immigrant pupils? What methodologies can we implement that help learning language in a multilingual context?

In this sense, we implemented an action research in a class aimed to promote equity and quality in classroom through the integration languages and arts. It will be presented in the next section.

### Equity and quality in classroom through languages and arts - an intervention project in a multilingual class in primary school

When we focus the language learning process on primary school, in practice, language learning occupies a central place in primary education. Teachers at that level are sometimes even presented as language teachers. The main focal points of educational activity are the development of vocabulary, the progressive

ability to understand, an initiation to written material, training in oral interaction and the promotion of personal expression. "Furthermore, since the same teacher is responsible for a significant portion, or even the whole, of the time spent by children at school, opportunities arise for linguistic support through a variety of language use situations" (Beacco *et al* 2015: 59). In fact, the diversity of relations between language and knowledge confirms that language is absolutely essential to knowledge and knowledge building.

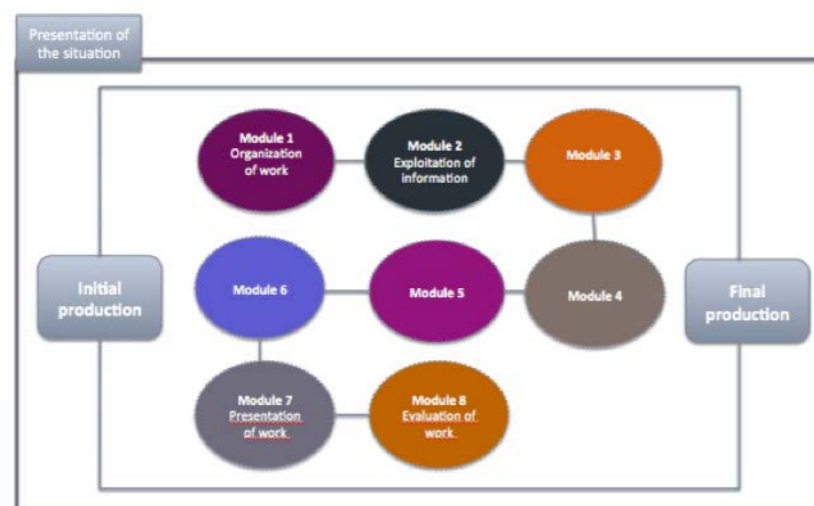
According to this, the aim of this project was firstly to promote equity and quality in a plurilingual classroom through a cross-curricular perspective teaching arts and language, in a class with pupils from social disadvantaged backgrounds or with the Portuguese as a language of schooling. At the end we wanted to have developed language skills, but also but also skills in artistic communication.

Some studies argue that students whose schooling language does not match their mother tongue benefit even more from arts education projects because they provide useful tools for learners in terms of reporting and analysis of information (Office of Bilingual Education and Foreign Languages Studies 2010). So, we decided to explore the language dimension in arts in order to promote the integration of pupils and their language proficiency.

All the work was carried out using didactic sequences following this model presented above (see Fig. 3): the teacher presents a situation and according to the final goal the project learning has different modules with an initial and a final production.

We carried out five didactic sequences for this project and depending on the specific content each didactic sequence has worked with different learning language and art strategies and had different final products.

Figure 3: Didactic Sequence scheme



Source: adapted from Dolz et al. (2004), Camps (2003)

The first didactic sequence was designed "Colors, dots, and lines". For this first moment the aim was to familiarize learners with the concepts and the specific vocabulary related to the arts, like colors, dots, lines and at the same time with the poetry text. The development of literacy in each and every learner is not an abstract demand or perspective, but that it is a part of subject teaching itself.

The second didactic sequence "The bedrooms" was a first contact with the structure of descriptive text. An important category related to the academic language use is that of 'genre'. When pupils are asked to write up an account of a lesson, they may be left confused if no further information is provided on type of writing they are meant to use. For this case, pupils are asked to write a descriptive text about their rooms using a model text provided by teacher and some specific vocabulary as well.

Another important fact is the way the teacher chosen to approach for the first time this type of text inviting pupils to describe their own bedrooms, why a children said: "So it's easy, we just have to talk about our stuff".

The third didactic sequence was a "Painting Dictated" inspired in Salvador Dalí in order to develop the ability of observation and description through the instructional text because language needs to be viewed not just as a system but as a discourse. In this case, pupils used cognitive-linguistic functions for describing, which presupposes enumerating, characterizing, locating, quantifying, comparing or assessing in a non-subjectively way.

In the fourth didactic sequence designated "Fish that glow", the pupils needed to search and select information on styles, techniques, painters, works in order to justify their written and artistic productions. The diversity of relations between language and knowledge shows that language is absolutely essential to knowledge and knowledge building. It is important to take the fullest possible account of the variety of functions that language can perform, in this case search, select information, describing, among others to write and paint.

The fifth didactic sequence "Shared bedrooms" promoted the interaction between learners, they wrote and paint together. They made the description and painting in groups following the dynamic *Cadrave Exqui*.

The last didactic sequence was dedicated to "The Exhibition". The exhibition occurred in the library of the parish council and for this final moment, learners needed to write invitations, flyers, a presentation to the public and welcome guests. It was a moment to open their work to the community and involve families and promote inclusion and social cohesion and respect for pupils as well.

## Conclusion

At the end, it was possible to confirm the texts were more consistent, extensive and organized. Pupils have acquired vocabulary and more diverse. The link between art and writing generates increased fluency of ideas, problem solving and clarity in thought and oral and written communication. And cooperative learning gave meaning to learning achieved and was also a motivating factor.

We can conclude artistic creation promote the cognitive development of students, increase literacy levels and develop language // but also the mastered of schooling language allows students to their school success and in their personal and professional life's.

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