

**Christine Hélot**

**Université de Strasbourg (LILPA, EA1339)**

# **FROM BI/MULTILINGUALISM TO BI/MULTILITERACY**

**Why should children read books  
in different languages**

**IBBY Bologna 2019**



CHILDREN'S LITERATURE IN  
**Multilingual  
CLASSROOMS**

From multiliteracy to multimodality



Edited by Christine Hélot,  
Raymonde Sneddon and Nicola Daly

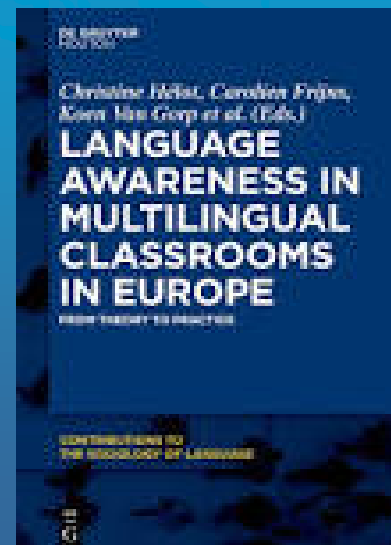
# OUTLINE OF PRESENTATION

- Linguistic diversity & social justice
- Research on multilingualism
- Research on bilingualism
- Research on literacy /  
biliteracy/multiliteracy
- Books for children to read in  
different languages

L'ÉDUCATION BILINGUE EN FRANCE  
Politiques linguistiques, modèles et pratiques



Sous la direction de Christine Hélot et Jürgen Erfurt



IBBY Bologna 2019

# LANGUAGE EDUCATION IN THE 21ST CENTURY

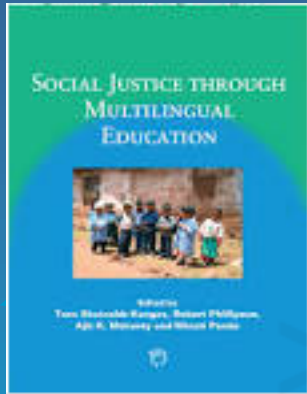


- | **Are the linguistic needs of bi/multilingual children adequately addressed by our education systems?**
- | **Diversity is a feature of all human society**
  - **Why is linguistic diversity discursively framed as problematic ?**
- | **Languages in schools + society: used to exclude and discriminate (Weber, 2015: Blanchet, 2016)**
- | **G. Dei (2009): *Inclusion is not bringing people into what already exists; it is creating a new space that is better for everyone***

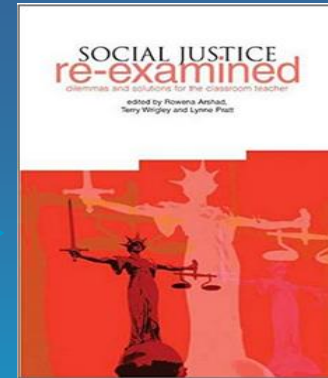
# LANGUAGE EDUCATION IN THE 21ST CENTURY: INEQUALITY

- | **Unequal power relationships across languages in most education systems in the world**
  - It is far easier to learn dominant languages than minority langs
  - It is far more difficult to develop one's literacy in a minority language than in a dominant one
- | ***The UN has warned that neglect of the pursuit of social justice in all its dimensions translates into de facto acceptance of a future marred by violence, repression and chaos (Piller, 2016:6)***





# RESEARCH ON LANGUAGE & SOCIAL JUSTICE



- | Linguistic diversity intersects with social justice
- | The right of all children to have access to multilingual education
- | Minority language speakers who are educated both in their own language(s) and in the dominant lang. are better equipped to participate in social life
- | Individual teachers can make a difference



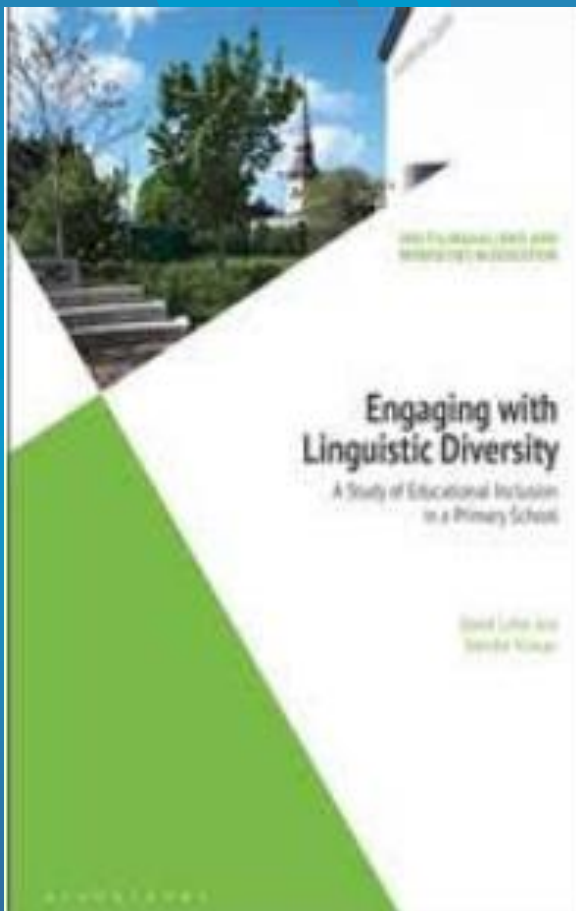
# INGRID PILLER (2016)



- | *Despite the ever-increasing linguistic diversity of our societies, we largely continue to organize social spaces as monolingual spaces. As a result, the voices of large segments of linguistically diverse populations fail to be admitted to those spaces. Excluding particular ways of speaking necessarily translates into excluding speakers.*
- | *How can we redesign our social spaces so that language does not constitute a barrier to full and equal participation?*

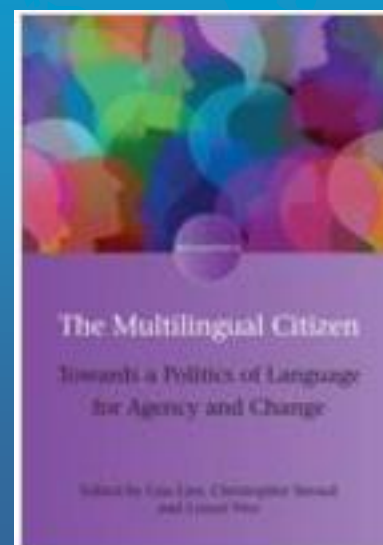
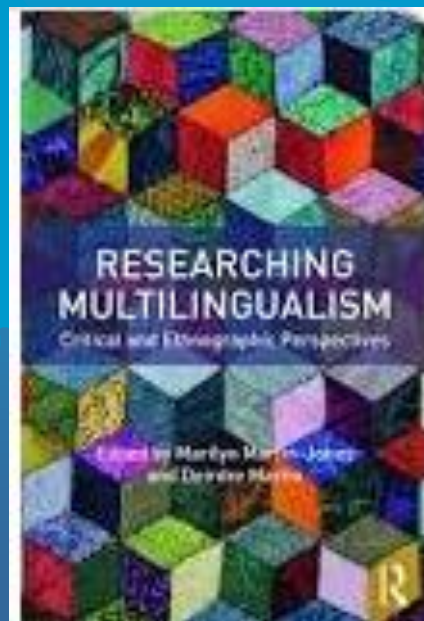
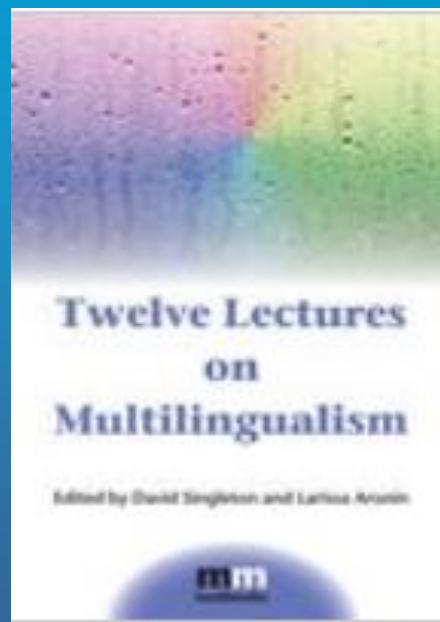
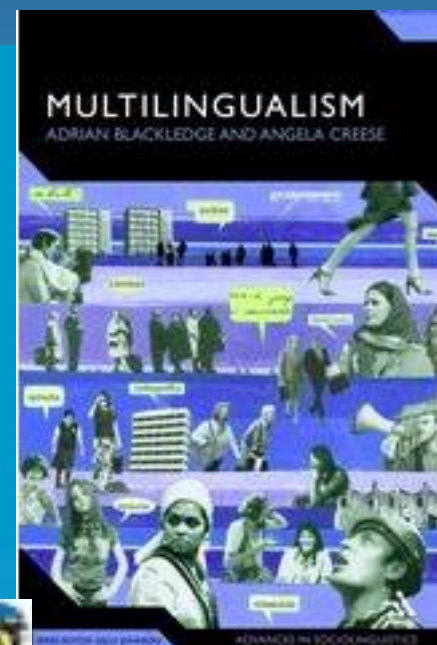
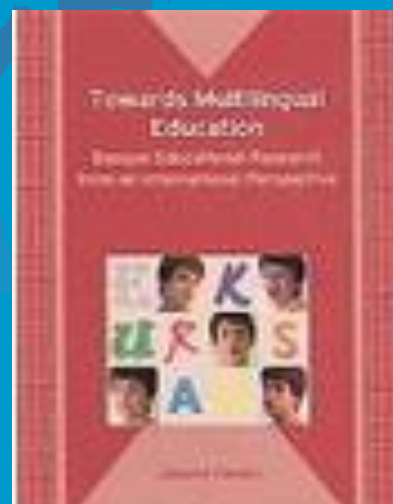
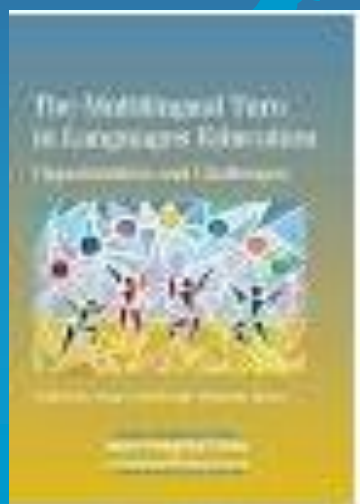
# THE EXAMPLE OF AN IRISH SCHOOL

## Scoil Bhríde, Dublin



- | 80% children of migrant background
- | 51 different languages (2015)
- | Standardized test scores in English + Maths at or above national average
- | Instruction connects with pupils' lives,
  - affirms their identities
  - transforms linguistic diversity into educational capital
- | Dynamic, integrated language policy in the whole school, for all teachers

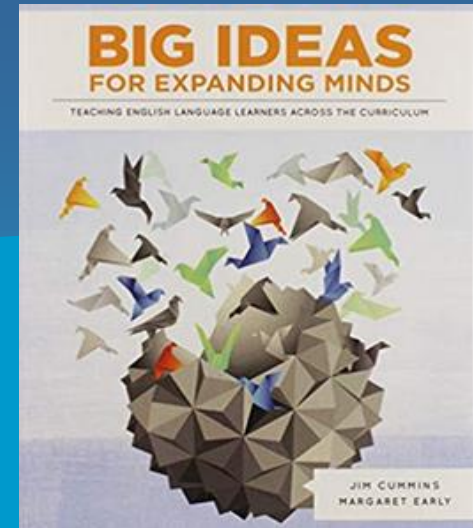
# NORMALISING MULTILINGUALISM



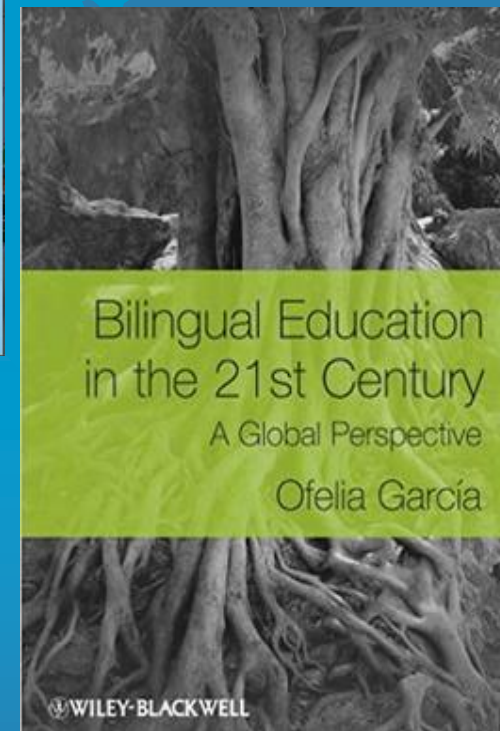
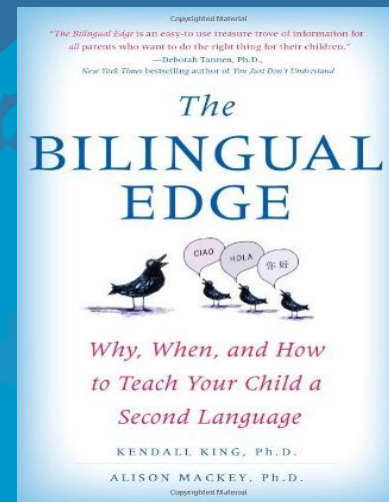
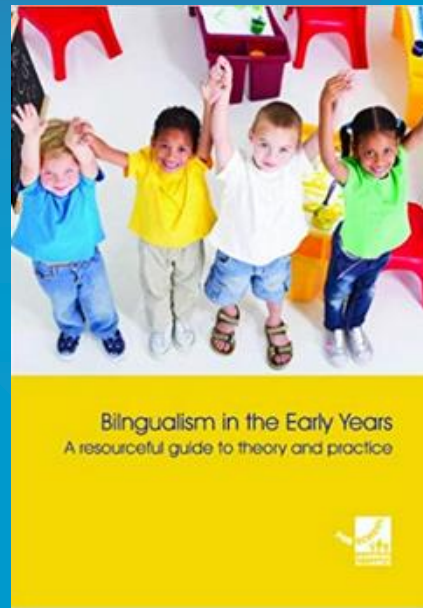
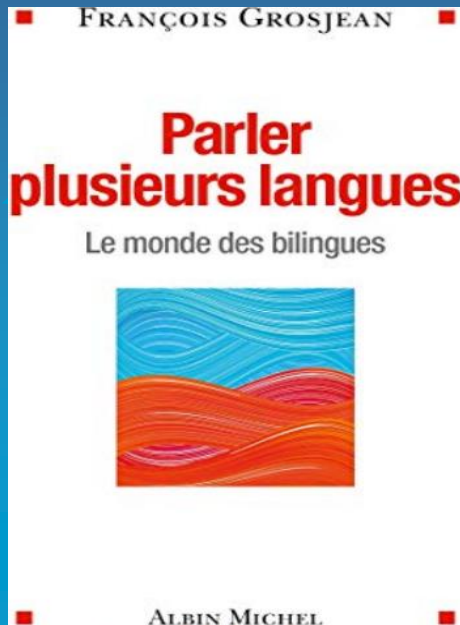


# MULTILINGUAL EDUCATION

- | Cummins (2015: 7) *‘Teaching through a multilingual lens’*:
  - *Linguistic and cultural diversity are positioned within the school not as problems to be resolved but as instructional assets and vital capital in 21st century knowledge society*
  - *It is crucial to activate students’ pre-existing knowledge so that they can relate new information to what they already know*



# RESEARCH ON BILINGUALISM



# RESEARCH ON THE ROLE OF L1 FOR ACQUISITION OF L2

- Ramirez et al, 1992
- Thomas & Collier, 2002
- Lindholm-Leary, 2001
- Genesee, Lindholm-Leary, Saunders & Christian, 2006
- National Literacy Panel on Language Minority Children and Youth: August & Shanahan, 2006
  - oral competence is a precursor of reading + writing competence
- Cummins: 135 research projects for 35 years
- Conteh (2006): The first language is valuable support for learning, it does not interfere with the new language

# RESEARCH ON LITERACY



- | How to challenge the primacy of school based literacy?
- | How to challenge the implicit devaluation of home languages?
  - Connect students' lives + identities with literacy (Ada & Campoy, 2004, *Authors in the Classroom*)
  - Promote literacy engagement + achievement among marginalized students (Cummins, 2007)
  - Use of home languages as cognitive and personal resources for learning (Creese & Blackledge, 2010)
  - Children as knowledgeable, active and creative agents + meaning makers in their own right (Lytra & al, 2017)

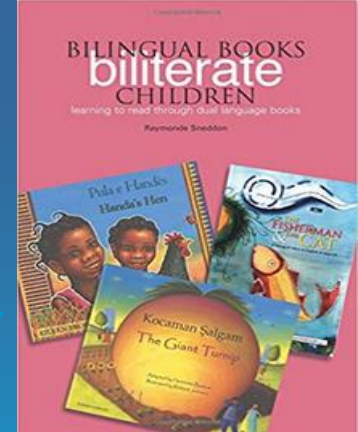


# OECD PISA EVALUATIONS

## Engagement as a central notion for literacy acquisition

- | **OECD (2010)**
  - literacy engagement is one of the most potent determinants of literacy attainment.
- | **PISA (2009) :** the level of a pupil's reading engagement is a better predictor of reading performance than his/her socioeconomic status
- | **approx. one-third of the association between reading performance and students' SES was mediated by reading engagement.**

# RESEARCH ON BILITERACY (UK)



## | R. Sneddon (2009)

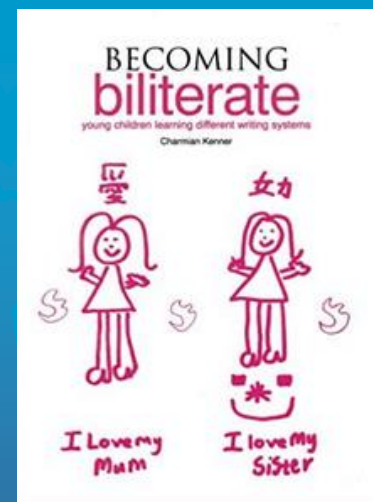
- Learning to read through dual language books
- 6-10 y. olds use dual language texts to learn to read in Albanian, Urdu, Turkish, French and Gujarati

## | C. Kenner (2004)

- 6 y. olds learning different writing systems : Chinese, Arabic, Spanish & English

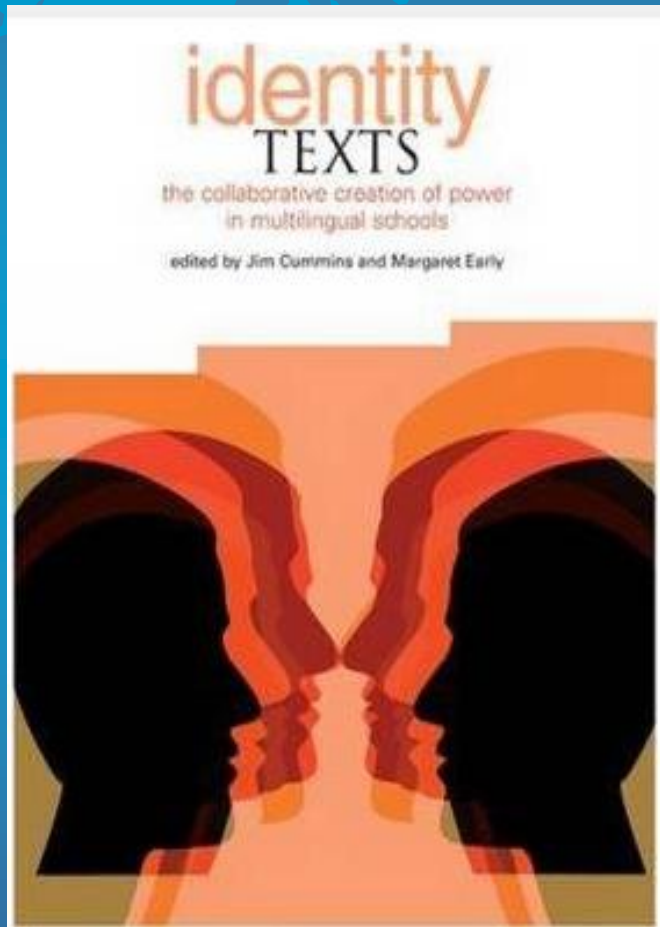
## | C. Kenner(2007)

- for infant / early years teachers to build on home literacy, create a multilingual literacy environment at school, encourage children as writers



# RESEARCH ON MULTILINGUAL LITERACY

## Identity texts: Cummins & Early (2011)



- | The collaborative creation of power in multilingual schools
- | Canadian multiliteracy project
- | Products of students: creative work carried out in classroom in which they invest their identity
- | Ex : dual language identity texts:
  - Impact on self image and quality of learning

# EX: A PROJECT WITH NEWCOMERS

(Kadas Pickel, 2014)

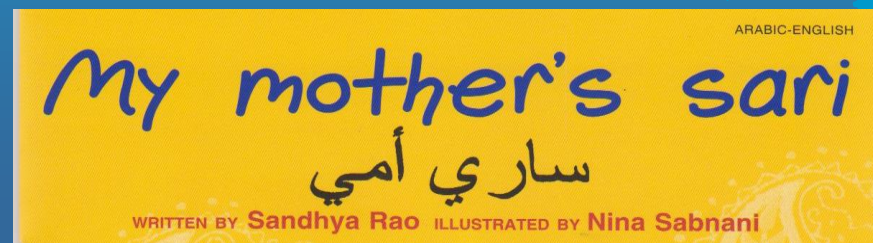
*Je ne suis pas parfaite  
Peut-être pas comme vous l'êtes  
Mais je suis moi  
Et je ne changerai pas  
Laissez-moi être ce que je suis  
Laissez moi vivre ma vie  
Je suis un secret emmuré dans le  
sang  
Un poing fermé sur le noir*



# WHY SHOULD CHILDREN READ BOOKS IN DIFFERENT LANGUAGES (1)

- | To support a high development of home lang + bilingualism
  - Biliteracy acquisition = school lang + home lang
  - Reading competence doesn't have to be acquired twice
  - Transfer occurs from LA to LB + LB to LA
- | To develop an awareness of langs + ≠ writing systems
- | To understand their bi/multilingual identity
- | To understand multiilingualism in our societies
- | To open up to different cultures
- | ...

IBBY Bologna 2019



# A BILINGUAL BOOK SPANISH/ENGLISH

## EL PINGÜINO ADIVINO (THE PSYCHIC PENGUIN)

Victoria Hurtado

Ilustraciones de Francisco Javier Olea

EDICIÓN  
BILINGÜE  
castellano  
inglés

Serafin era un pingüino  
estudioso y adivino.

Su especialidad principal:  
averiguar a qué grupo pertenecía un animal.

There once was a penguin named Serafin  
who possessed psychic powers,  
his mind was so keen.

One of his talents, it must be explained,  
was detecting the group  
to which an animal pertained.



# A BILINGUAL BOOK ENGLISH / INUKTITUK : *THE LONELY INISHTURK*

by INUGLAK SCHOOL, Whale Cove Nunavut (Scolastic, 1999)

One sunny day late in winter, Inukshuk saw nine qimmiq – sled dogs – pulling a qamutik, a wooden sled. As the dogs came closer, Inukshuk saw there were two people on the sled. Inukshuk asked Ataata the father why he was there. But the father was too busy teaching his son Irniq about the land. As he spoke, Inukshuk listened.



ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ, ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ  
ᐃᑦᐃᑦ ᐃᑦᐃᑦ, ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ,  
ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ,  
ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ, ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ  
ᐃᑦᐃᑦ ᐃᑦᐃᑦ, ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ,  
ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ ᐃᑦᐃᑦ.



# A BILINGUAL BOOK GERMAN / FRENCH

## *Sag mal, Comment on fait les animaux* (S. Vergez, 2018)





# A BILINGUAL BOOK: JADE ET L'ARMÉE DES POULES (B. al Maari, ed. du Jasmin) Two different scripts

Après de longues années, sa femme mit au monde un garçon. Il l'appela Ghannouje. Il le gâta tant et si bien que l'enfant devint d'une grande impolitesse. Il se conduisait de façon détestable et cassait tout ce qui lui tombait sous la main. Personne n'osait le contredire.

وَبَعْدَ زَمَنٍ طَوِيلٍ، أَنْجَبَتْ زَوْجَتُهُ طِفْلاً فَسَمَّاهُ غَنُوجَ، وَبَالَغَ فِي تَدْلِيلِهِ  
فَصَارَ الْوَلَدُ قَلِيلَ الْأَدَبِ. وَكَانَ يُحَطِّمُ كُلَّ مَا يَقَعُ تَحْتَ يَدَيْهِ وَ يَسْلُكُ  
سُلُوكًا سَيِّئًا وَلَا أَحَدَ يَجْرُؤُ عَلَى مُعَارَضَتِهِ.



# R. Tsokalidou (2012) *My first book on bilingualism*, Polydromo/Zygos

Όταν μιλάς μία γλώσσα στο σπίτι και άλλη στο σχολείο,  
είσαι δίγλωσσος ή δίγλωσση

When you speak one language at home and another at  
school, you are bilingual

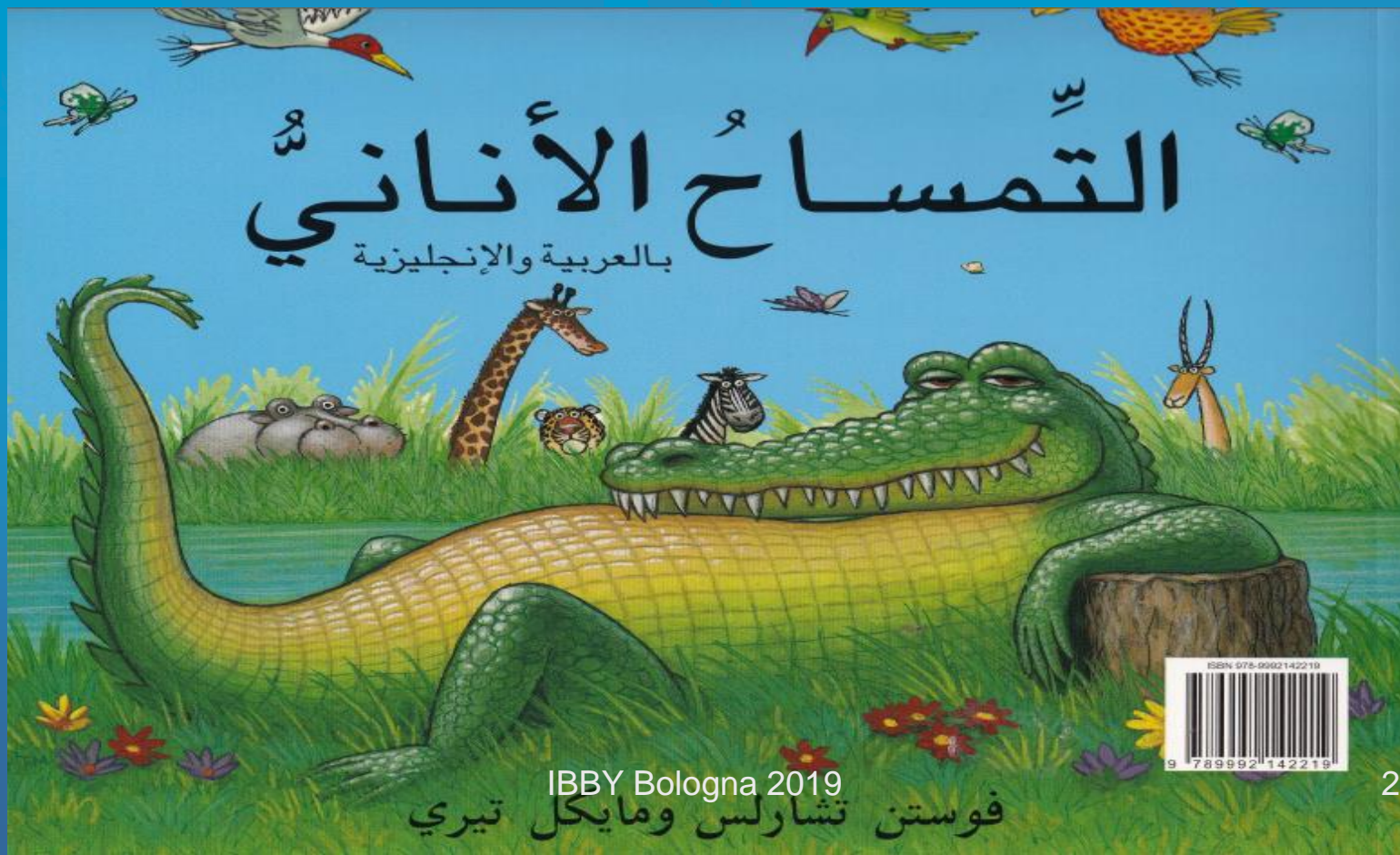
عندما تتكلم لغة في البيت ولغة اخرى في المدرسة،  
إذاً انت ثنائى اللغة





# A DUAL LANGUAGE BOOK: *The Selfish Crocodile*: Charles & Terry, 2009

The two versions are back to back: directionality of reading is respected



# Le port a jauni



# دارالميناء الأصفر





# DUAL LANGUAGE BOOK: NO TRANSLATION

La vie n'est pas toujours comme on veut.  
D'abord il y a eu Cat, qui est venu un jour  
juste comme ça, et il est resté.

Et aujourd'hui, je vois les bagages sortir.  
Il y a quelque chose de bizarre dans  
l'atmosphère. Je ne sais pas ce que les  
maîtres préparent. Cat aussi est inquiet.

*I haven't lived here very long, but  
I know that suddenly, things are  
different. The people are different.  
They're busy with something.  
They move a lot from room to room,  
and Betty is a little nervous.*

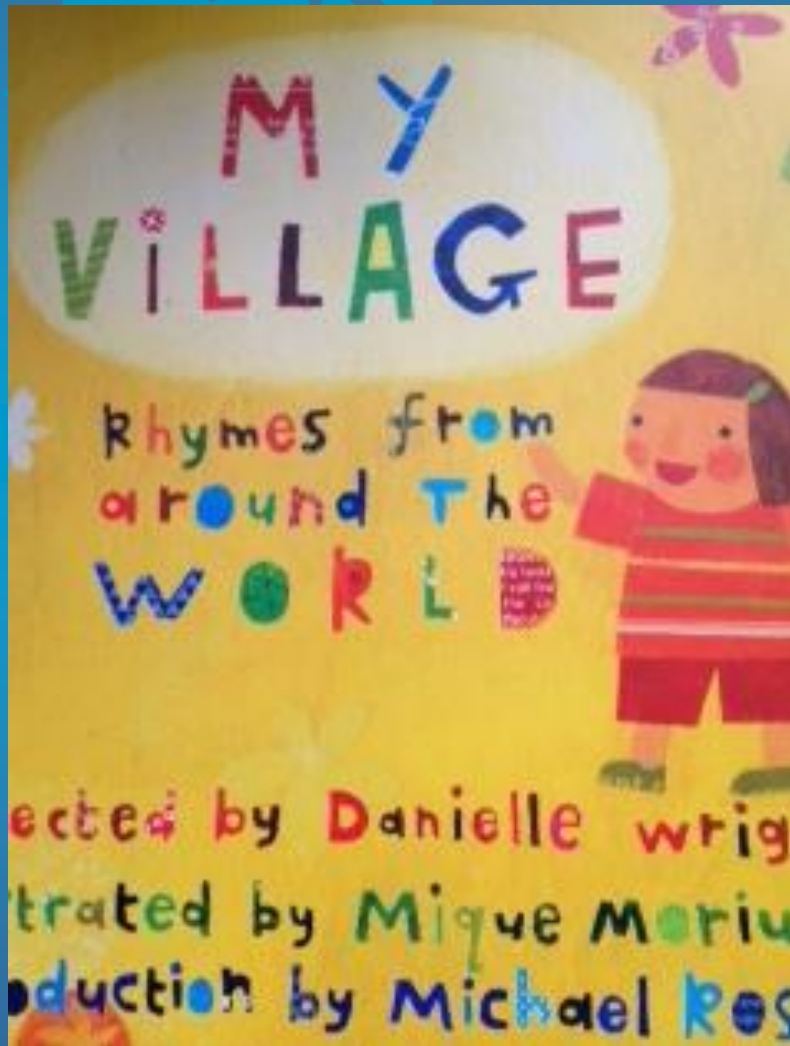


**Hennie  
Jacobs &  
Christine  
Duvernois**

*Au chenil  
avec Betty and  
Cat in the  
kennel*

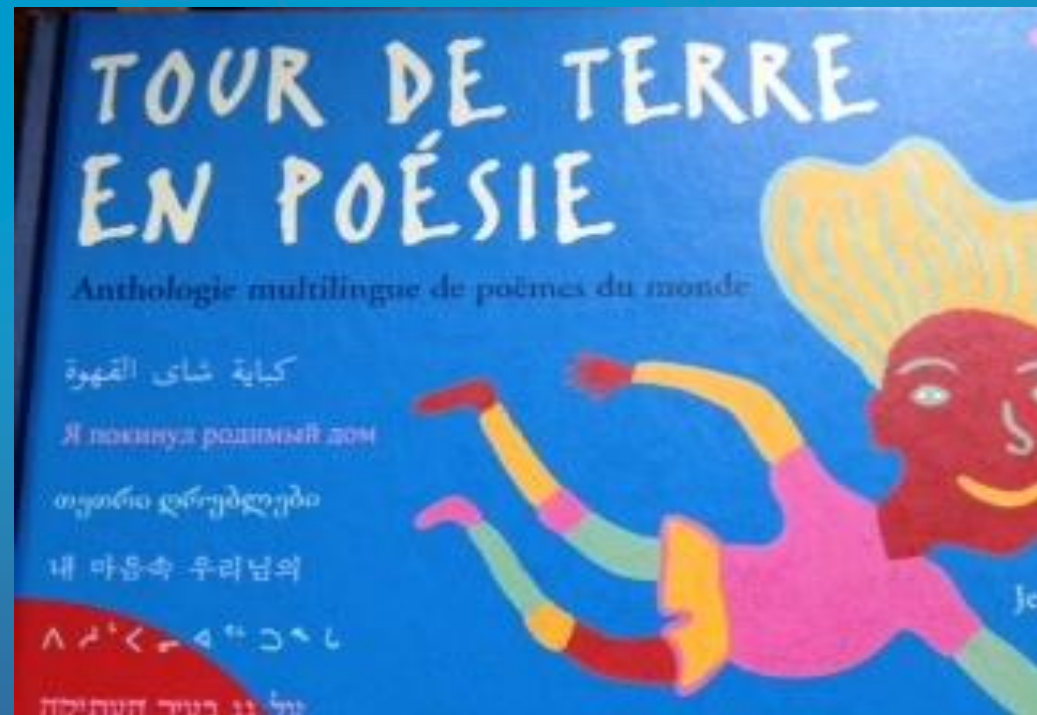
*[http://www.bettyandcat.com/  
betty-cats-  
books/contact-  
and-orders/](http://www.bettyandcat.com/betty-cats-books/contact-and-orders/)*

# MULTILINGUAL BOOKS



20 LANGUAGES

- Teachers: to include the languages of all students in classroom
- To develop socialisation + solidarity



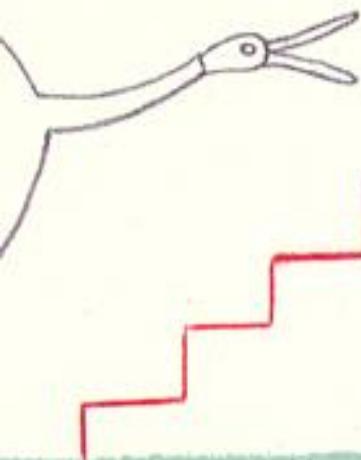
IBBY Bologna 2019

55 LANGUAGES

26



# BILINGUAL TEXTS: TELOUGOU, THAI



## ఉప్పు కప్పురం

ఉప్పు కప్పురంలు నొక్క పోలికనుండు  
చూడ చూడ రుచుల జాడవేయి  
పురుషులందు పుణ్య పురుషులు వేరుమా!  
విశ్వదాభిరామ! వినుర వేమ!

VEMA (télougou)

## Le sel et le camphre

Le sel et le camphre ont la même apparence,  
Mais nous les distinguons par le goût.  
Ainsi en est-il des justes parmi les hommes !  
Toi l'Homme bienveillant, écoute le poète Véma !

VEMA (télougou)

## Le savoir est comme un bien

Le savoir est comme un bien de grande valeur qui se trouve en des pays lointains  
Et il faut faire un dur voyage pour à la fin le faire sien :  
« Allons, fais que ton corps soit un beau vaisseau de haut-bord,  
La persévérance ta force, tes deux bras le grand mât,  
Tes doigts les cordages, et tes deux pieds de lourdes ancres ;  
Ta parole soit le maître d'équipage, et ton caractère les vivres ;  
Ta réflexion soit le gouvernail, qui maintient fermement l'esquif :  
Le maintenant, qu'il ne dérive pas, glissant de l'autre côté des eaux ;  
Ton intelligence soit la longue-vue qui montre au loin la ligne des récifs.  
Utilise ton œil et ton oreille comme vigies qui pèsent les vents.  
La paresse est un poisson vorace qui te détruit et naufragé le bateau.  
Que ton cœur soit le harpon dont le tir fait mouche,  
Alors le trésor tu découvriras.  
Sois persévérant, et garde le cap : le savoir est ton île ! »

ANONYME (thai)

## วิชาเหมือนสินค้า

วิชาเหมือนสินค้า	อันมีค่าอยู่เมืองไกล
ต้องขากลำบากไป	จึงจะได้สินค้ามา
จงตั้งเอากายเจ้า	เป็นสำเภานั่นเฝ้า
ความเพียรเป็นโยธา	แขนซ้ายขวาเป็นเสาใบ
นิ้วเป็นสายระยาง	สองเท้าต่างสมอใหญ่
ปากเป็นนายงานไป	อักษณาคือเป็นเสบียง
สติเป็นหางเสือ	ถือท้ายเรือไว้ให้เที่ยง
ถือไว้อย่าให้เอียง	ตัดคลื่นเลี้ยวข้ามคงคา
ปัญญาเป็นกล้องแก้ว	ส่องดูแคว้นหา
เจ้าจงเอาหุตา	เป็นด้ายต่างหัดม
ซึ่งเกียดคือปลาร้าย	จะทำลายให้เรือจม
เอาใจเป็นปืนคม	ยิงระดมให้จมไป
จึงจะได้สินค้ามา	คือวิชาอันดีสมัย
จงหมั่นมั่นหมายใจ	อย่าได้คร่ำการวิชา

ANONYME (thai)



# BILINGUAL TEXT: JAPANESE/ENGLISH

## SONG OF KITES

Our kite is rising in the sky  
Playful winds will take it high.  
Soaring, dancing higher yet  
Up where clouds are floating by.

Falling, falling is the kite  
Run and run to give it height.  
See, our kite is rising now  
Don't forget to hold on tight!



# MULTILINGUAL BOOK



- 20 languages
- CD
- Music
- World Languages  
comorien,  
tamoul,  
turkish, berber  
swahili .....
- The French text is  
translated into the  
diverse languages

# MULTILINGUAL BOOK

<https://www.dulala.fr/produit/album-les-langues-de-chat/>



- | **Story about the different languages spoken on a street in Montreuil**
- | **Awareness of societal multilingualism**
- | **The languages other than French are woven into the text in French**



# LES JUMENTS BLANCHES (P. André & F. Sochard, 2018)



breton,

arabe,

anglais,

espagnol,

flamand

# SUBWAY SPARROW, LEILA TORRES (1997)

## 3 languages without translation



"We're slowing down! Let's catch him before the crowd gets on the train."

"Quizá con mi sombrilla."

"Nie dotykaj go parasolem!"

"No, forget the umbrella—it might hurt him."



# STORY TO DISCOVER A NEW LANGUAGE AND CULTURE

## Bresner (2001) *Les dix soleils amoureux des douze lunes*

– Dites-moi, Dame des Quatre Mers 四海太太,  
que croyaient les anciens Chinois ?

– Ils croyaient qu'un crapaud 蟾 habitait sur la lune 月,  
et qu'un corbeau 烏 vivait sur le soleil 日.

– Un 蟾 vert sur la 月 blanche et un 烏 noir sur le 日 jaune.  
À vous entendre, 四海太太, cela donne un drôle  
de mélange de couleurs !

– Ce n'est pas tout, les anciens Chinois croyaient aussi  
que vivaient non pas une, non pas deux, mais douze 月 !

– La 月, oui, elle peut changer au moins douze fois de forme,  
mais le 日, lui, il est unique.

– Oh, non ! Les anciens Chinois croyaient aussi que vivaient  
non pas un, non pas deux, mais dix 日 !

– Dix 日, c'est beaucoup trop  
pour la Terre, elle risque de brûler !

四海太太,  
c'est impossible !





極東



- Dites-moi, 四海太太,

où est l'autre côté de la Chine ?

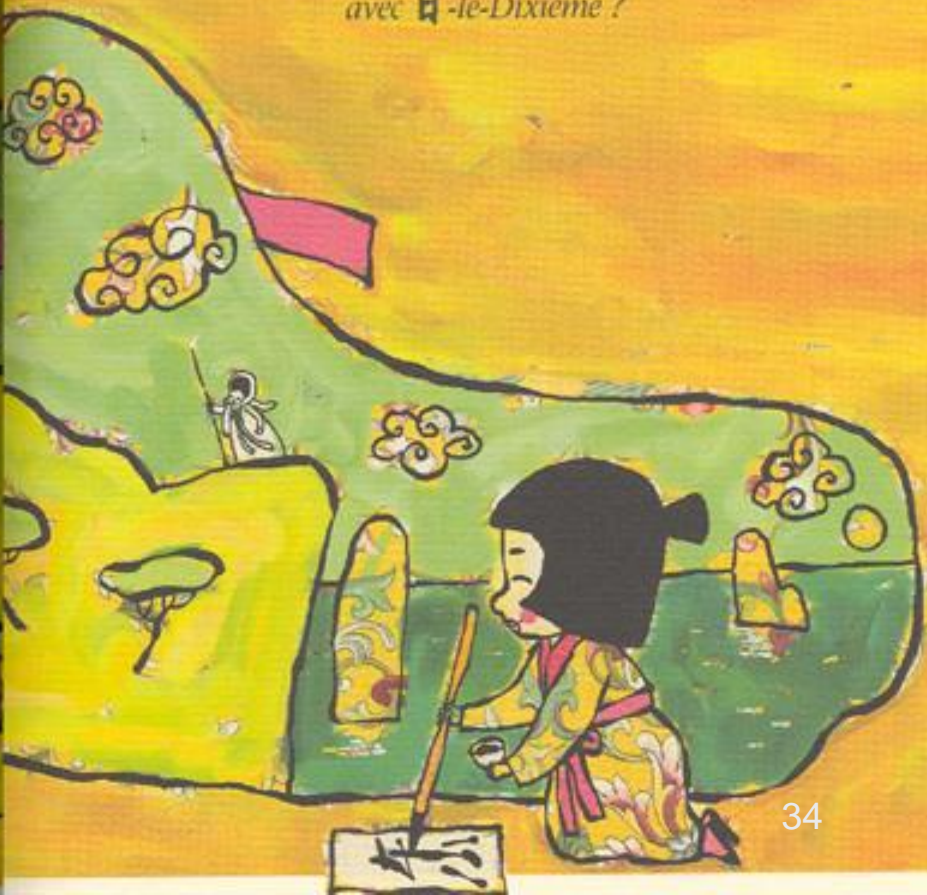
- En Extrême-Orient 極東.

- Que trouve-t-on de l'autre côté de 極東 ?

- L'Extrême-Occident 極西, bien sûr !

Du premier côté se lève le 日 et de l'autre la 月.

- Est-ce que 月-la-Douzième s'est mariée  
avec 日-le-Dixième ?





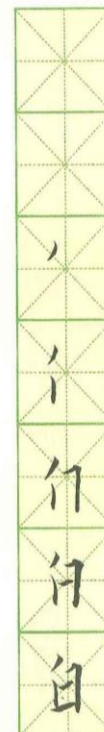


AMUSE-TOI À TE CHOISIR UN PRÉNOM CHINOIS

竹 白 青 福 天



Bambou  
/ zhu



Blanc  
/ bai



Bleu  
qing



Bonheur  
/ fu



Céleste  
tian



# HONGFEI CULTURES EDITIONS

<http://www.hongfei-cultures.com/>



découvrez le livre en vidéo



découvrez le livre en vidéo



découvrez le livre en vidéo



découvrez le livre en vidéo





# TRANSLATED BOOKS *Je découvre les métiers* (Les éditions du Jasmin)

Un concert imprévu



عازفة الكمان



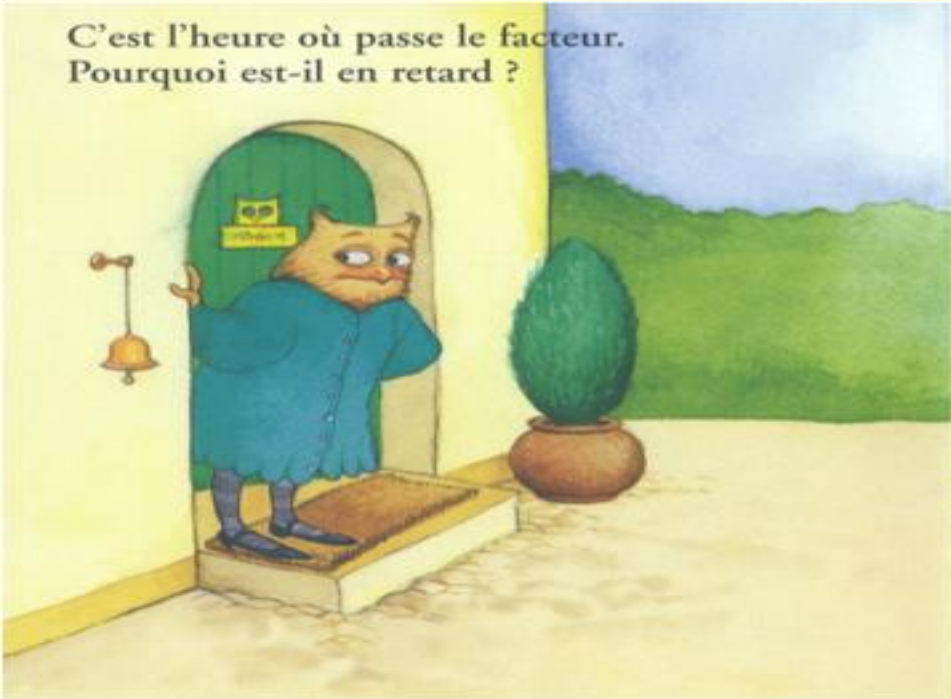
حان مَوْعِدُ مُرُورِ سَاعِي الْبَرِيدِ. مَا بَالُهُ تَأَخَّرَ؟



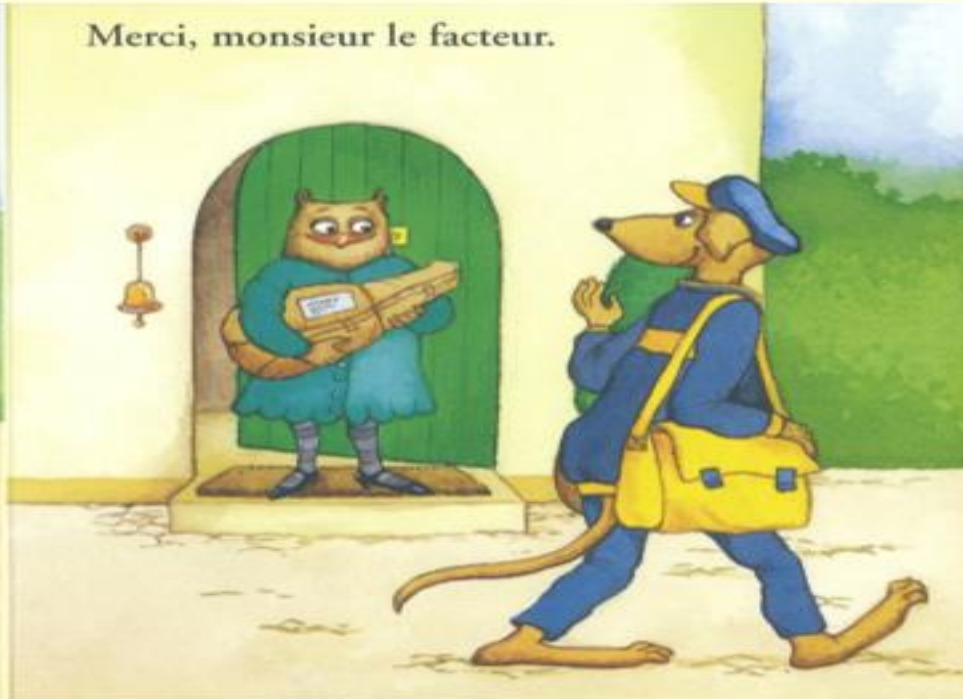
تُرى ماذا في هَذَا الطَّرْدِ؟



C'est l'heure où passe le facteur.  
Pourquoi est-il en retard ?



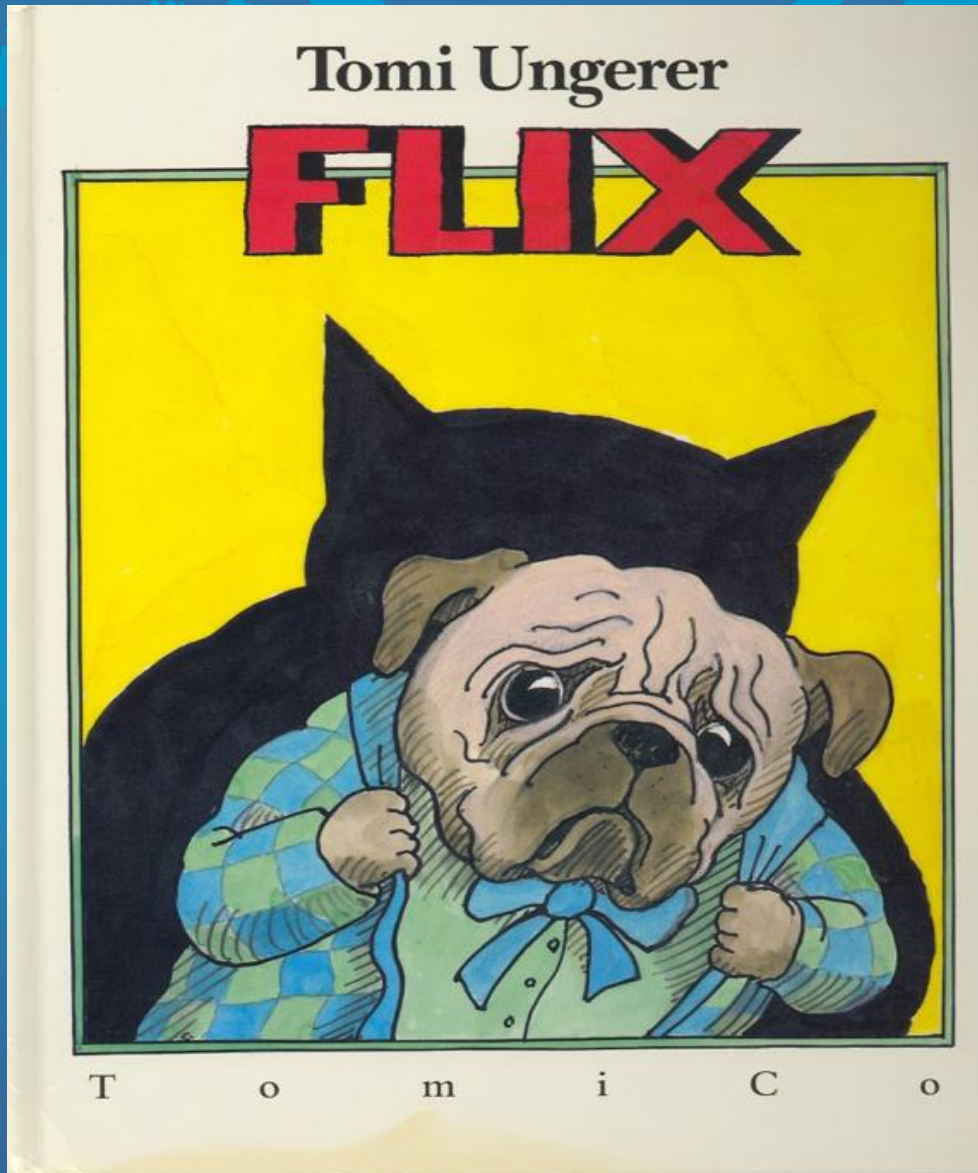
Merci, monsieur le facteur.





# UNDERSTANDING BILINGUALISM

## FLIX, T. Ungerer (1997)



- Bilingual bicultural dog born of cat parents will become a hero thanks to his bilingualism
- Available in French, German, English and Spanish
- But translation in English and Spanish is an adaptation



# A BOOK ABOUT GROWING UP BILINGUAL

Hélot & Arbelbide (2014) :

- 3 printed versions : Fr, English, multilingual
- language biography
- translated in 30 languages + audio recordings
- DULALA : [www.dulala.org](http://www.dulala.org)
- + language awareness activities + glossary



# TRANSLATIONS

En alsacien

En arabe

En basque

En breton

En catalan

En chinois non  
simplifié

En chinois simplifié

En coréen

En corse

En créole  
guadeloupéen

En créole  
réunionnais

En espagnol

En gaélique

En hébreu

En hongrois

En italien

En japonais

En luxembourgeois

En néerlandais

En persan

En polonais

En portugais

En provençal  
martitime

En provençal  
rhodanien

En persan

En roumain

En russe

En serbe

En soninké

En tagalog

# READING BOOKS IN TRANSLATION

- | The European Children's Book Collection (Cotton, 2000)
- | 18 countries, one book chosen per country on the theme of friendship, each audio read
- | Translations and pedagogical material for teachers
- | Objectives:
  - opening children to European cultures
  - develop an awareness of different languages
  - develop visual literacy





# THE ROLE OF TRANSLATION



- | **Mediation from one language to another**
- | **Makes bilingualism visible in bilingual books**
- | **Gives affordances to bilingual children**
- | **Translation and production of bilingual books helps to support lesser-spoken languages and languages in danger**

# OTTO, UNGERER (1999) TRADUIT EN BRETON ET EN BASQUE



Komprenet em eus e oan erru kozh  
en deiz ma oan en em gavet  
e prenestr ur stal traoù-kozh.



# THE PEDAGOGY OF READING

A field to imagine differently in the 21st century

- | critical
- | inclusive
- | transformative
- | participatory
- | creative
- | Multilingual
- | Transcultural



# TOMI UNGERER (1996)

« We have to collect languages because once we have another language, we can better understand the culture of others. You can have fun with languages, you can make them sweat, put them on the grill. I can feel a sunset in French, German, English or Alsatian; I can, in this way, enjoy four sunsets at once, at the astral level it's not bad ».



**GRAZIE MILLE, MERCI,  
THANK YOU, DANKE,  
GO RAIBH MAITH AGAT**

**À**

**HASMIG CHAHINIAN, BNF**

**ET**

**PAM DIX, IBBY UK**

**Ainsi que**

**L'UNIVERSITÉ DE STRASBOURG**