

Merlynne Williams MA
Instituto Pedagogico Arubano

merlynne.williams@ipaaruba.com

Empowering teachers through the 'Shimarucu' metaphor





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The plurilingual teacher (1)

❖ Plurilingualism in Aruba: an important asset that leads to a resilient work force

Multilingualismo na Aruba: un rikesa importante cu ta hiba na profesionalnan fuerte y resistente

Meertaligheid op Aruba: een belangrijk voordeel dat leidt tot weerbare professionals

❖ Plurilingual citizens entail plurilingual teachers

Pa por logra crea ciudadano multilingual, mester inverti den maestro multilingual

Willen wij meertalige burgers, dan moeten wij investeren in meertalige leerkrachten





The plurilingual teacher (2)

To teach in a MTB-MLE classroom, the teacher needs to be trained in at least the following (in addition to the core curriculum) (Karan & Morren, 2013)

- ☐ national language policies
- ☐ MTB-MLE research results and learning theories as rationale behind MTB-MLE
- ☐ using L1 reading and writing as a teaching tool
- ☐ cultural diversity and sensitivity to diversity issues
- ☐ second/foreign language acquisition theory
- ☐ teaching L1 and L2 as subjects versus their use as languages of instruction
- ☐ evaluating MTB-MLE pupils.





The plurilingual teacher (3)

- Some relevant teacher competencies, specific for the Aruban context (when implementing MTB-MLE):
- Algun competencia cu a resulta di ta relevante den e contexto specifico di Aruba (na ora di implementa un programa multilingual basa riba idioma materno):
- Context-specifieke leerkrachtcompetenties (bij het implementeren van MTB-MLE):
 - ☐ Promoting an interdisciplinary vision on language and language learning
 - ☐ Acknowledging the emancipatory value of Papiamentu, serving as mediator between other languages, thereby developing its own authentic and creative nature
 - ☐ Develop and strengthen cross-linguistic skills, by applying translanguaging as metacognitive, metalinguistic and teaching skill
 - ☐ Applying CLIL



Interdisciplinary vision (1)

❖ Language is much more than just a system of rules

Idioma ta hopi mas cu djis un sistema di regla

Taal is veel meer dan slechts een systeem van regels

❖ Content and Language Integrated learning (CLIL)

Siñamento den cua ta integra idioma y contenido conscientemente cu otro

Inhoud en taal geïntegreerd leren



Interdisciplinary vision (2)



Interdisciplinary vision (3)





Crosslinguistic approach (1)

❖ Papiamento as the perfect foundation for plurilingualism (the Shimarucu metaphor)

Papiamento como e fundeshi perfecto pa multilingualismo (nos Shimarucu)

Papiamento als de perfecte basis voor meertaligheid (de Shimarucu-metafoor)

❖ Translanguaging as a metalinguistic and metacognitive teaching and learning strategy

Translanguaging como un strategia di siñamento metalinguístico y metacognitivo

Translanguaging als een metalinguïstisch en metacognitieve leerstrategie





Crosslinguistic approach (2)





Crosslinguistic approach (3)

Lexical characteristics of Papiamentu: 50% Portuguese/Spanish, 40% Dutch, 10% other languages

Caracteristicanan lexical di Papiamentu: 50% Portugues/Spaño, 40% Hulandes, 10% otro idioma

Lexicale kenmerken van Papiamentu: 50% Portugees/Spaans. 40% Nederlands, 10% andere talen

- 50%: pensa, comprende, skirbi, bida, cos, storia, riba, di, cu, na.
- 40%: lesa, wak, rek, buki, plachi, som, conchi, clechi, sak, scop.
- 10%: google, save, click, website, file, mouse, bek, shimarucu, bushiribana, fofoti, watapana, chinchirinchi.



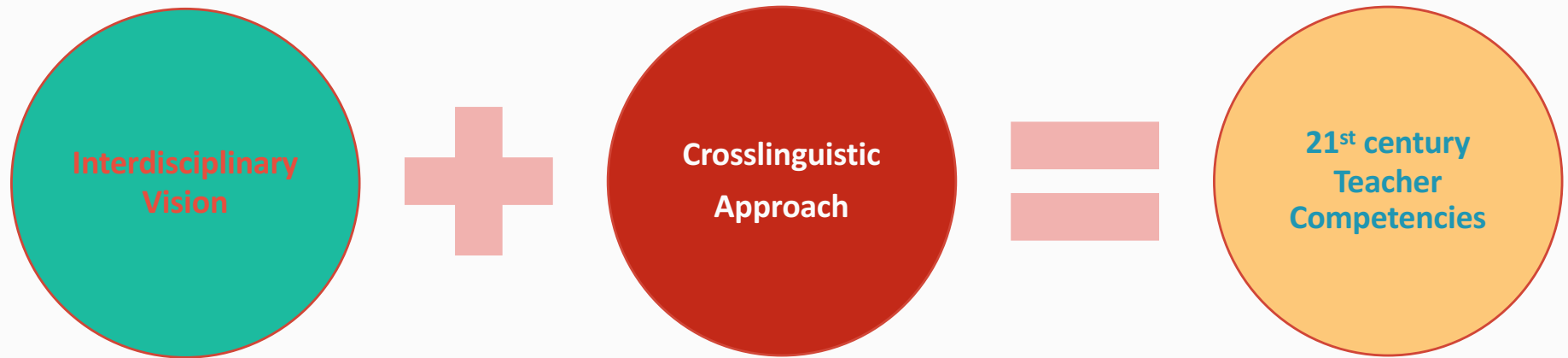


Crosslinguistic approach (4)





Conceptual framework – Quadro conceptual – conceptueel kader





21st century skills – habilidad di siglo 21 – 21ste eeuwse vaardigheden

Some developments in the IPA (language) curriculum

- Preparation program March – June
- Language assessment according to CEFR can-do statements
- General assessment according to Bloom's taxonomy
- Language pedagogy curriculum, starting with oral language development
- Team teaching (with one lecturer using Dutch and another lecturer using Papiamentu)
- Modeling Translanguaging

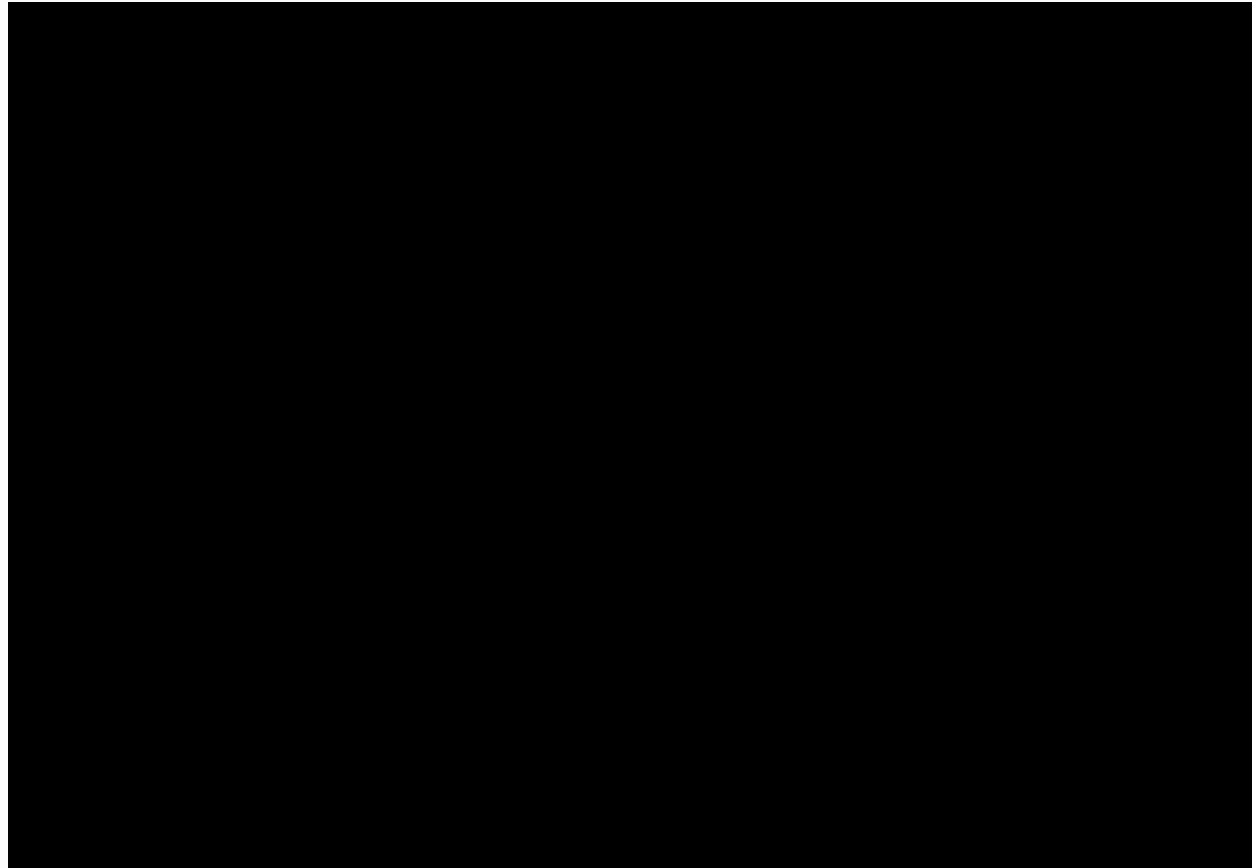




Example of how children use all their linguistic repertoire

Ehempel di con mucha ta uza tur idioma

Voorbeeld van hoe kinderen alle talen gebruiken



THANK YOU – DANKI – BEDANKT - GRACIAS



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