

glossary





Plurilingual and intercultural competence

"**Plurilingual and intercultural competence** is the ability to use a plural repertoire of linguistic and cultural resources to meet communication needs or interact with other people, and enrich that repertoire while doing so. **Plurilingual competence** refers to the repertoire of resources which individual learners acquire in all the languages they know or have learned, and which also relate to the cultures associated with those languages (languages of schooling, regional / minority and migration languages, modern or classical languages); pluriculturality denotes the ability to participate in different cultures, inter alia by acquiring several languages. **Intercultural competence**, for its part, is the ability to experience otherness and cultural diversity, to analyse that experience and to derive benefit from it. Once acquired, intercultural competence makes it easier to understand otherness, establish cognitive and affective links between past and new experiences of otherness, mediate between members of two (or more) social groups and their cultures, and question the assumptions of one's own cultural group and environment."

Plurilingual and intercultural competence

Plurilingual and pluricultural competence refers to the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social actor has proficiency, of varying degrees, in several languages and experience of several cultures.

Coste D., Moore D., Zarate G. (2009), *Plurilingual and pluricultural competence*

Key words

Competence

Repertoire

Communication

Languages

Languages of schooling

Regional and minority languages

Migration languages

Modern and classical languages

Intercultural interaction

Otherness

Mediation





Learning environments

"Developing **a total learning environment for students** in a particular course or program is probably the most creative part of teaching. While there is a tendency to focus on either physical institutional learning environments (such as classrooms, lecture theatres and labs), or on the technologies used to create online personal learning environments (PLEs), learning environments are broader than just these physical components. They will also include:

- the characteristics of the learners;
- the goals for teaching and learning;
- the activities that will best support learning;
- the assessment strategies that will best measure and drive learning;
- the culture that infuses the learning environment."

<https://opentextbc.ca/teachinginadigitalage/chapter/5-2-what-is-a-learning-environment/>

Learning environments

"Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. [...] The term also encompasses the culture of a school or class—its presiding ethos and characteristics, including how individuals interact with and treat one another—as well as the ways in which teachers may organize an educational setting to facilitate learning..."

Cf. The Glossary of Education Reform, 2013, <http://edglossary.org/learning-environment/2>.

Key words

Learners

Teaching and learning

Physical institutional learning environments

Technologies

Goals

Activities

Assessment strategies

Locations, contexts, cultures

Educational setting





Language school policy

“A language policy is a statement of action [...] It is concerned not so much with where the children in a school [...] are going but more with how they are going to get there. [...] A language policy is "a document compiled by the staff of a school, . . . [that] identifies areas in the school's scope of operations and programs where language problems exist that need the commonly agreed approach offered by a policy. . . . It is a **dynamic action statement** that changes along with the dynamic context of a school”.

Corson, D. (1990), *Language policy across the curriculum*. Clevedon, UK: Multilingual Matters Ltd.

<https://opentextbc.ca/teachinginadigitalage/chapter/5-2-what-is-a-learning-environment/>



Language school policy

A whole-school language policy will recognize the existing strengths of both school and community, and will give **clear guidelines** for further reflecting and improving abilities and values. [...] developing a whole-school language policy can be of benefit to pupils, staff, parents and others associated with your school.

[...] A whole-school language policy is a dynamic action statement consisting of **principles, aims and strategies**. It is a shared document for all stakeholders and expresses a common vision of the role and status of all languages relevant to life within a school. It is ideally developed following organised discussions, a school language audit and a profiling exercise. A healthy policy would be authored and owned by all stakeholders. It should include a rationale for its aims, as well as a declaration about who is responsible to carry out which tasks by when.

Language school policy

Language policy [...] is shaped by three main factors: **language practices**, the actual-related behaviour of individuals and institutions; **language management**, the official and unofficial rules regarding the choice and nature of language codes; and **language ideologies** [...] the understandings, beliefs and expectations that influence all choices made by language users.

Hornberger N., McKay S. (ed.) (2010), *Sociolinguistics and Language Education*, Bristol: Multilingual Matters. Cf. The Glossary of Education Reform, 2013, <http://edglossary.org/learning-environment/2>.

Key words

common vision

school and community

dynamic action statement

language practices

language management

language ideologies

whole-school policy





Language school profile

“Having a school language profile is seen as **an initial step** to developing a whole-school language policy. Having a means of developing a whole-school profile is one way of declaring "a policy about policy making" (Corson 1990:62), allowing for transparency and giving cohesion and purpose to the school's language development activity.”

Antoinette Camilleri Grima, 2005

<http://archive.ecml.at/mtp2/ENSEMBLE/results/School-profile.htm>

Language school profile

“It is therefore recommended that schools compile a comprehensive language profile of the school community that identifies the following points:

- the diversity of **language needs** for students following the IB programme(s). This should include:
 - information on the languages of teaching and learning
 - the languages of communication used in the school and outside the classroom
 - the range and types of mother tongue and other languages in the community
- the other language needs of the community (including any legal requirements as a result of government legislation)
- current **practices** relating to language teaching and learning, for example:
 - practices relating to the choice and planning of language courses for learners
 - spelling and referencing protocols
 - preferred bibliographic styles
 - rules and expectations about language use around the school
- **beliefs** held about language teaching and learning
- other **policies** that relate directly to language teaching and learning such as admissions and assessment policies”.

Language and Learning in IB programmes, 2011

<https://msturnereforum.wikispaces.com/file/view/LanguageandlearninginIBprogrammes.pdf>

Key words

cohesion

purpose

transparency

diversity of language needs

current practices in language teaching and learning

beliefs





Quality in language education

“As a consequence, a review of quality in language education must look at quality both at a **micro level** – how can we define, implement and assess good practice in language teaching and learning at classroom level where there are practical operational aims? – and at a **macro political level** – is this practice contributing to achieving the social and developmental aims of its educational environment, as well as those of individual educational development? And is it contributing effectively to the **cognitive development of learners?**”

Frank Heyworth, 2013

Quality in language education

“The process of establishing quality depends on a coherent implementation of regular long-term use of such tools as reflective practice, different forms of observation, action research as an instrument for change and innovation, to establish the involvement of all staff in an evaluative and innovative process. To implement this coherent approach requires leadership in the creation of a quality culture and a combination of top-down and bottom-up approaches. In the context of language education, especially in schools, issues related to cultural and linguistic identity are crucial.”

Frank Heyworth (2013)

Key words

good practice

micro and macro levels

quality

reflective practice

observation

action research

evaluative and innovative process

quality culture





Linguistic landscape

Another metaphor that can be applied usefully to the study of the Linguistic Landscape in metropolitan areas is the notion of **cities as texts** (Mondada 2000). Viewed in this light, cities are dense with signs that must be deciphered, read and interpreted by citizens who participate in the consumption of the moving, literary spectacle of the metropolis. Calvet (1994) signaled that the texts of cities are not equally accessible to all; they are relatively cryptic and readers must be culturally and linguistically informed to decipher their meanings. The texts of cities define and delimit who their readers are since they address particular audiences. [...] Drawing children's attention to layered readings of texts in different languages of the linguistic landscape thus entails developing critical literacy so that they learn to listen to the multiple voices in their communities (Barton et al. 2000; Comber and Simpson 2001; Gutiérrez and Rogoff 2003). Critical literacy activities bring to the fore a reading of texts that makes more explicit to young readers the tensions between unity and discord in society and helps them situate the socio-historical contexts of written communication.

Children are encouraged to ask:

- What are the interests of the writers and readers of texts?
- What is at stake for them in producing and decoding texts?
- Who has power to determine what languages appear in texts?

Linguistic landscape

The study of linguistic landscape aims to add another view to our knowledge about societal multilingualism by focusing on language choices, hierarchies of languages, contact-phenomena, regulations, and aspects of literacy. [...] There is a clear link between **identity** theory, linguistic landscape theory and language learning.

Gorter, D., 2013, *Linguistic Landscapes in a Multilingual World* in "Annual Review of Applied Linguistics". Cambridge University Press

Key words

visibility

cities as texts

the readers of the texts of cities

layered readings of texts in different languages

critical literacy activities

language choices and hierarchies of languages

identity and languages





Agency

In sociology and philosophy, agency is the capacity of an entity (a person or other entity, human or any living being in general, or soul-consciousness in religion) to act in any given environment.

An agent is an individual engaging with the social structure.

Agency may either be classified as unconscious, involuntary behaviour, or purposeful, goal directed activity (intentional action).

Cf. Bandura, A. (2001). *Social cognitive theory: An agentic perspective*. Annual Review of Psychology, 52, 1-26.

Agency



Key words

Act

Activity / Action

Engaging with the social structure

Agent

Unconscious vs goal directed activity

to be completed

