

# A proposal for the integration of LOTE languages in teacher education curricula for language subjects and non-language subjects

Curriculum scenario for CLIL LOTE in language lessons and in other subjects

## Why is this scenario interesting?

The proposal encourages

- the use of other languages than English in the context of mandatory readings and research literature,
- the use of other languages than English in the context of teaching projects and assignments,
- collaboration between (future) language teachers and teachers of other subjects.

## General description:

An analysis within the teacher education working group, which included members from Norway, Poland, Slovenia and Switzerland, has shown that in teacher education (language and/or non-language subjects) in the countries involved, only the national language and possibly English are allowed to be used. An exception is the language subjects in which, in addition to the national language, the respective target language also is used receptively and productively. Only at institutions that specifically deal with regional and/or minority languages, the use of these languages (in addition to those mentioned above) is allowed.

## Proposal: Deliberate integration of LOTE languages in teacher education curricula

- The construction of the proposal is based on Beacco et al. (2016). *Guide for the development and implementation of curricula for plurilingual and intercultural education*, Council of Europe. The aim is to practise multilingual education and to normalise multilingualism in teacher education through multilingual and interdisciplinary education in teacher education. This prepares for multilingual education at all school levels and supports the transition from one school level to the next.

– Integration of:

- Language of instruction / national language
- First foreign language
- Second, third... foreign language
- Regional, minority, migrant languages

**How does this scenario support transitions?**

The scenario focuses on horizontal transitions by promoting pluri- and multilingualism in teacher education. The scenario takes vertical transitions into account too: Students in teacher education are being prepared for the teaching profession. Embedding the CLIL LOTE languages and experiences with plurilingual education in working groups prepare the students for everyday multilingual working life in schools, as deliberate embedding of CLIL LOTE in teacher education enables students to get acquainted with plurilingualism in practice and gain experience. This in turn makes it easier for future teachers to deal more openly with the plurilingualism of their students. In this way, their students' transition into tertiary education or into working life can also be promoted through the conscious use of different languages, with specific focus on CLIL LOTE languages.

### Learning objectives for language learning

#### 1. in language lessons:

Use of all languages that the learner/teacher student can use receptively and/or productively:

- Classroom language
- First foreign language
- Second, third... foreign language
- Regional, minority, migrant languages

#### 2. in other subjects

Use of all languages that the learner/teacher student can use receptively and/or productively:

- Classroom language
- First foreign language
- Second, third... foreign language
- Regional, minority, migrant languages

### Learning objectives for content learning

#### 1. in language lessons

Acquiring content through the use of research literature, primary and secondary literature as well as didactic literature and materials in all languages current to the learner. Creating teaching materials in the target language and other languages.

#### 2. in other subjects

Acquiring content through the use of research literature, primary and secondary literature as well as didactic literature and materials in all languages current to the learner. Creating plurilingual teaching materials.

### Approaches/methods

- Conscious plurilingual education during teacher education in the language subject and/or non-language subject and in the didactic area, e.g., through the use of [pluralistic approaches to languages](#). Request for literature research in LOTE languages and planning of plurilingual teaching concepts; short presentations in other languages in seminars; joint multilingual courses for language and non-language teachers with multilingual readings and planning of plurilingual teaching concepts;
- Request for the conscious use of multilingual sources in the courses and in the coursework as well as in the final theses (e.g., master's theses)
- Possibility of plurilingual presentations (e.g., short talks in a foreign language, PowerPoints in national language or English) or plurilingual video contributions (e.g. in a foreign language with subtitles in national language or English)

### Short description of how the scenario links CLIL LOTE and plurilingual education:

Integration of CLIL LOTE languages for the individual learner and for the group of learners in teacher education. Gain experience with multilingual (digital and non-digital) sources and with using all accessible languages, e.g., in classroom communication and using [pluralistic approaches to languages and language mediation](#) in plurilingual working groups.

### Author

Beate Lindemann, UiT The Arctic University of Norway / Norway; [Beate.Lindemann@uit.no](mailto:Beate.Lindemann@uit.no)