



Developing teacher competences for pluralistic approaches

Tools for teacher education

May 2021





A reminder: pluralistic approaches

Pluralistic approaches to languages and cultures...

- awakening to languages
- the didactics of intercomprehension between languages
- intercultural education
- integrated language teaching

... are based on teaching/learning activities involving several varieties of languages or cultures (cf. [FREPA – key-ideas](#))

They develop in a concrete way the concept of plurilingual and pluricultural competence promoted by the Common European Framework of Reference for Languages.

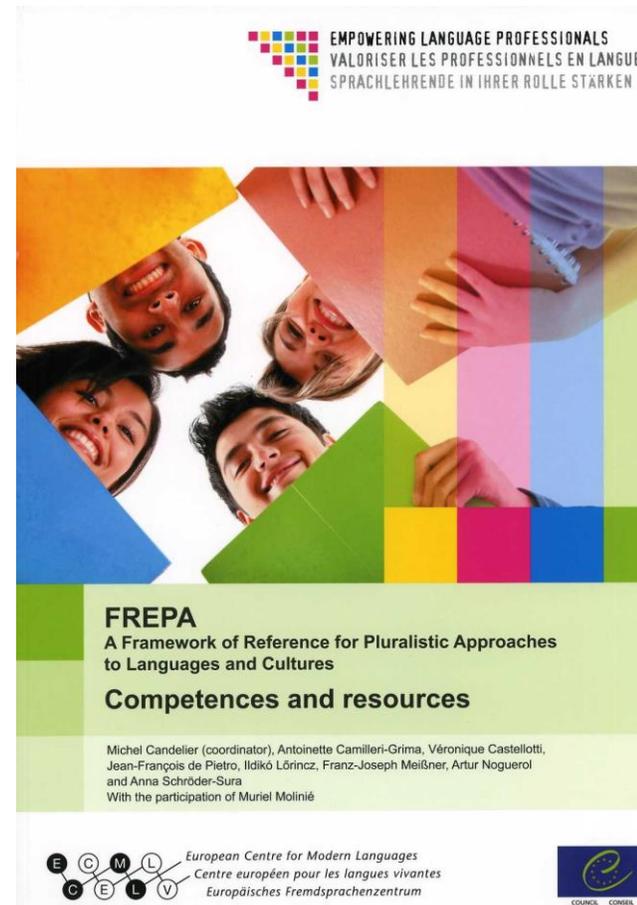




Developing teacher competences for pluralistic approaches Développer des compétences enseignantes pour les approches plurielles

The [FREPA](#) presents the competences and resources that can be developed by pluralistic approaches.

It focuses on learners' competences.



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Inspiring innovation in language education:
changing contexts, evolving competences
Inspirer l'innovation dans l'éducation aux langues :
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Teacher competences for pluralistic approaches

What specific competences are needed to make use of pluralistic approaches in teaching?

How can they be developed?

- ❖ One of the aims of [Developing teacher competences for pluralistic approaches](#) is to identify them.
- ❖ The other aim is to offer materials to develop these competences in teacher education.





Teacher competences for pluralistic approaches

The **specific teaching competences** for working with pluralistic approaches that we identify ...



... are organised in relation to the dimensions of the ECML project [*A guide to teacher competences for languages in education*](#), which describes the different dimensions of competences linked to the role of language and languages in education.



Teacher competences
for languages in education:
Conclusions of the project

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Richard Rossner
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with the cooperation of
Ana-Isabel Andrade
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Maddalena de Carlo
Catherine Diederich
Wilfrid Kuster
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Teacher competences for languages in education – 8 dimensions



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Teacher competences for languages in education – a few extracts

Dimension 1: Professional values and principles



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The teacher regards the following principles as integral to his or her teaching role:

a. Respect for learners' rights to quality education

e.g. striving for equal opportunities and quality learning for each individual, regardless of their ethnic, cultural, or linguistic background





Teacher competences for languages in education – a few extracts

Dimension 5: Teaching competences



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Learner management and the scaffolding of learning

g. Eliciting and managing learners' interventions with use of appropriate communication strategies

e.g. interacting with individual learners and the entire group, taking on different roles (e.g. supervisor, mediator, participant) when necessary





Our work in progress...





Specific teacher competences for pluralistic approaches – dimension 1 (extracts)

A competence...

Competence to reflect on one's own representations and attitudes regarding linguistic and cultural diversity and plurilingual and intercultural education

and values and principles regarding...

diversity

education

society

work with pluralistic approaches

**Dimension 1
Attachment
to values and
principles**

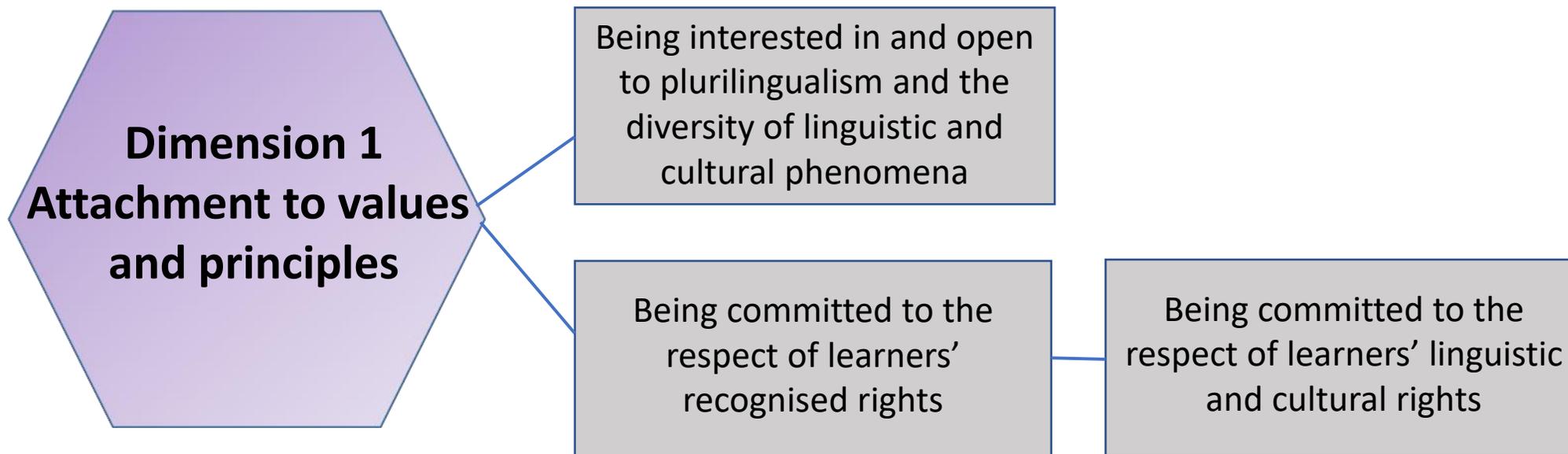
Our additions





Specific teacher competences for pluralistic approaches – dimension 1 (extracts)

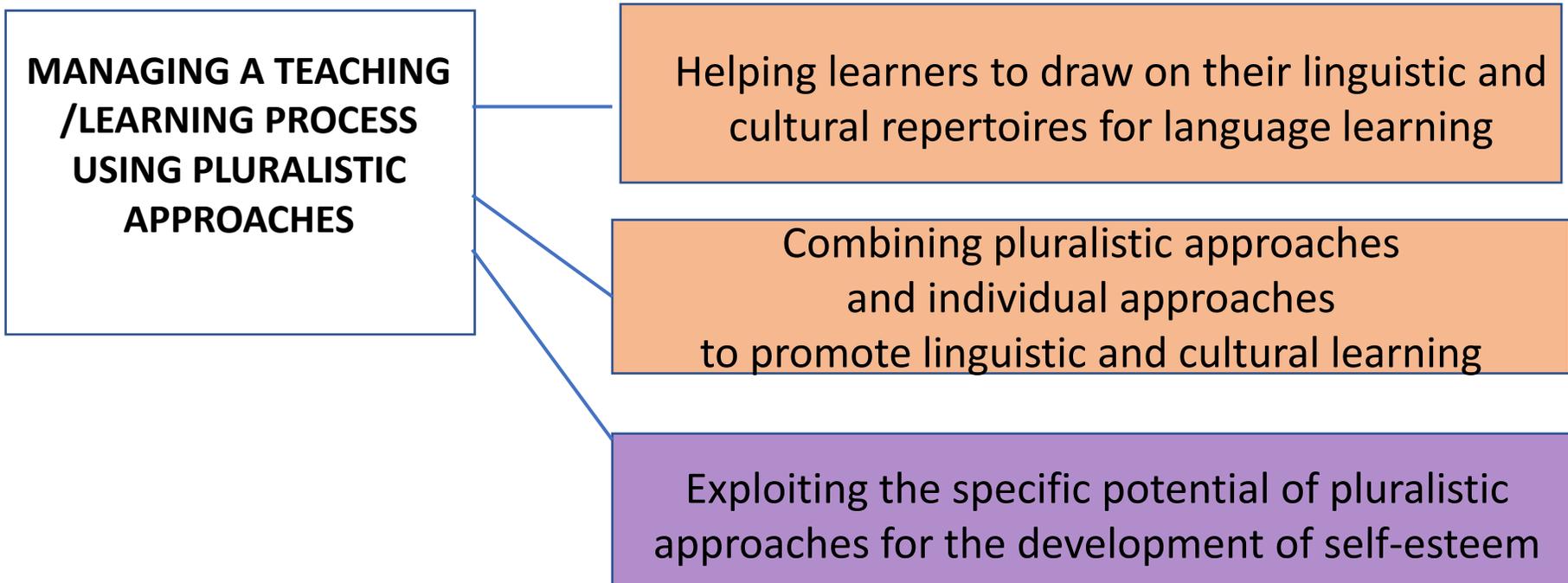
An example: Values and principles regarding **diversity**





Specific teacher competences for pluralistic approaches

Extracts from dimension 5 : Teaching competences





Interconnection of competences for languages in education and competences for pluralistic approaches

In certain cases, the specific descriptors for pluralistic approaches  can be seen as particular elements of descriptors that are already present in the *Guide to teacher competences for languages in education* , which they specify.

In these cases, we link our descriptors to the descriptors already present in the *Guide*.

Examples :

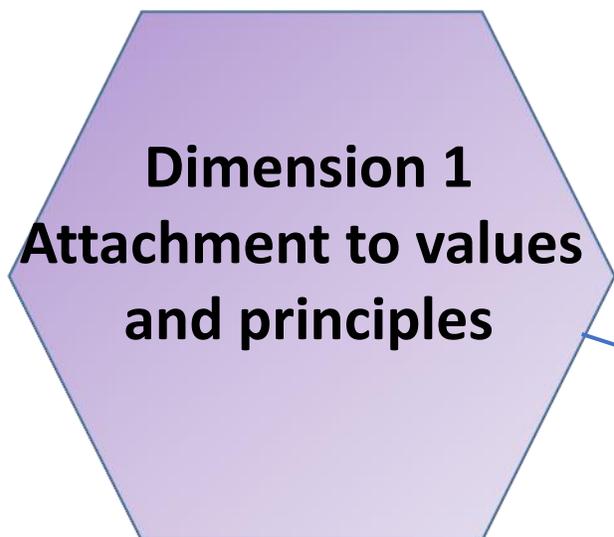




Specific teacher competences for pluralistic approaches – dimension 1 (extracts)

Descriptor already present in the *Guide*

Our descriptor



The promotion of languages and cultural understanding as relevant, necessary and interesting phenomena for each citizen



Conceiving plurilingual and intercultural education as an asset for the development of democratic citizenship, social justice and cohesion





Specific teacher competences for pluralistic approaches – dimension 5 (extracts)

MANAGING A TEACHING
/LEARNING PROCESS
USING PLURALISTIC
APPROACHES

**Descriptor
already present
in the *Guide***

Where feasible, planning
and managing opportunities
for learner mobility,
including virtual mobility,
for language-
related learning



Our descriptor

Making use of opportunities
for learner mobility, including
virtual mobility, to broaden the
range of linguistic and cultural
experiences and their
didactic exploitation





Developing teacher competences for pluralistic approaches – **materials for teacher education**

Our materials are composed of:

- ❖ **Sequences of tasks** to be used for teacher education
- ❖ Documents offering **information and suggestions** to facilitate their use and/or adaptation by **teacher educators**
- ❖ **Scenarios** aiming to facilitate the adaptation of the proposed pathway or the creation of different ones



Each sequence of tasks focuses on **the development of one of the listed competences.**

The tasks proposed also enable the development of **other related competences.**





Sequences of tasks – extracts – target and related competences: **an example**

Competence whose development is targeted in this sequence of tasks

Exploiting the specific potential of pluralistic approaches for enhancing motivation for linguistic and cultural learning (Dimension 5)

Related competences

- *Having confidence in one's own ability to use approaches that involve working with multiple languages, linguistic and cultural varieties, including unfamiliar ones (cf. Dimension 1)*
- *Organising one's teaching as a multilingual space by offering plurilingual and intercultural experiences (cf. Dimension 5)*
- *Creating a positive atmosphere towards linguistic and cultural diversity, plurilingualism / multilingualism (cf. Dimension 5)*
- *Helping learners to draw on their linguistic and cultural repertoires for language learning (cf. Dimension 5)*
- *Supporting and encouraging learners in activities specific to pluralistic approaches (cf. Dimension 5)*
- *Prompting learners to reflect on ways of using their linguistic and cultural repertoire and their benefits (cf. Dimension 5)*





Sequences of tasks – extracts – **examples of tasks**

Extract from a sequence of tasks focusing on the competence

“Helping learners to build informed knowledge and representations of linguistic and cultural diversity” (dimension 5)

In the first part of this unit, through various tasks, participants have:

- exchanged on their own representations of languages
- developed their ability to identify representations of languages in various texts and in learners' discourses

Work is then carried out on how to address these questions with learners...





Sequences of tasks – extracts – examples of tasks

4. Below are six extracts from the language biographies of Romanian learners aged 12-14. They refer in particular to the subjects' mother tongue. Choose three of these extracts and, in groups of three:

- a. Say why you have chosen these three extracts and left out the others**
- b. Formulate four-five questions you would ask about them:**
 - a) in a teacher education course**
 - b) in a classroom with learners.**

Discuss the questions you formulated and their possible implications for didactic communication (potential for conflict, opening up to issues of overgeneralization, ways of counteracting these phenomena in the classroom, etc.).





Sequences of tasks – extracts – examples of tasks

Extracts from language biographies of Romanian learners (see task on previous slide)

1. I am Aromanian, but I consider my mother tongue to be Romanian; since I was little, my parents and my Aromanian relatives spoke Aromanian, but I answered them in Romanian; Aromanian seems a bit ugly to me; in most situations I speak Aromanian when I get angry: "cap di cupaci". (M.C., 12 years old)
2. English was the third language I came into contact with, in first class, with Mrs P. From first class onwards, I started watching youtubers who spoke English. Because I wanted to learn English better. During primary school I did NOT like English AT ALL until the fifth grade when Mrs. P. left and Mrs. S. came. From then on, my favourite language has been English and, I don't want to brag, but I'm pretty good. When I watch TV, I only follow the English [...]





Sequences of tasks – extracts – examples of tasks

Throughout the sequence and in particular at the end of it – in the evaluation phase – participants develop their **reflective competences** in this domain.

Self-evaluation

What do you think you have learned to do in this sequence of tasks?

Give an example of knowledge that you feel you have learned. Give an example of a representation about languages that you feel you have changed.

Continue the following sentence according to how you feel now:

When I am faced with a tricky situation created by students in class about languages, I ...





Sequences of tasks – examples of information and suggestions for teacher educators

The materials are accompanied by **guidelines for teacher educators** to facilitate their use.

Here are extracts from the materials for the development of ***the competence to reflect on one's own representations and attitudes regarding linguistic and cultural diversity and plurilingual and intercultural education*** (dimension 1):

Beforehand

- If necessary, do activities 1 and 2 of the unit on representations
- If participants need more information on "plurilingual and intercultural education" they can refer to the glossary
- If participants need more information on plurilingual approaches, they can refer to the ECML documents on the [FREPA website](#)





Sequences of tasks – examples of information and suggestions for teacher educators

Another extract from the same materials: the guidelines for teacher educators explain the rationale behind the way the tasks are sequenced

Step 3 Pluralistic approaches: contribution to the promotion of the values already stated

The tasks carried out in step 2 have raised participants' awareness of important values for education and contributed to developing or confirming their commitment to these values. The next step is to discover that:

1. pluralistic approaches enable teachers to act in line with these values
2. the use of pluralistic approaches presupposes that teachers adhere to certain principles which will be discovered at the end of the task [...]





Scenarios

Each sequence of tasks is accompanied by a **scenario**, which has a double function:

- ❖ Provide an **overview** of the proposed tasks
- ❖ Offer **alternatives**, open up the possibility of other pathways that the teacher educator might want to create according to the characteristics of his or her audience (age of the learners, participants' knowledge of the pluralistic approaches, particular context, curriculum, ...); suggestions for alternative pathways are provided.



An example...



Scenario – Extract from the scenario for the same sequence of tasks (dimension 1)

Provides a quick overview of the different different stages of the proposed sequence...

... and suggestions for other pathways.

Step 2	Facilitating commitment to certain values concerning the way in which schools deal with learners' diverse linguistic and cultural backgrounds	<p>1- (Independent or guided) reading of texts related to learners' (global / linguistic (and cultural)) rights</p> <p>2- Reflection in groups: comparing everyday life experience with these texts</p> <ul style="list-style-type: none"> - alternative 1: free comparison - alternative 2: based on a table to be filled in 	<p><i>Alternative:</i></p> <p>Start by giving the four points proposed in the document: dignity - freedom - equality and non-discrimination - identity</p> <p>and ask the participants to agree on what this means for them as far as languages are concerned.</p> <p>Then read the texts.</p>
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Work in progress





To summarise our ongoing work...





A framework of competences

For the development of certain competences in teacher education, **sequences of tasks** corresponding to **scenarios**

Users can draw on the scenarios to **create new sequences of tasks**, by adapting or replacing the proposed tasks and changing their order

