



# Awareness of and reflection on the plurilingual and multicultural profiles of learners



Document for teacher educators



*Sequence developed by Doris Abitzsch, Elisabeth Allgäuer-Hackl and Alema Fazlic, members of the project network.*


## Introduction

This sequence is designed for student teachers and teachers in service of all subjects, with some specific instructions as add-ons for (future) language teachers.

One basic principle in all educational contexts (including teacher education) is that previous knowledge and new knowledge should be linked at all levels (teacher educators, teachers, students). Therefore, existing knowledge and experience that student teachers and pupils bring with them to the class should be made explicit in this sequence.

The sequence should give **teacher educators** the possibility to integrate it into the existing program of their teacher education.

Targeted competences and attitudes	
Dimension 1	
<ul style="list-style-type: none"> <li>• <i>Being interested in and open to plurilingualism and the diversity of linguistic and cultural phenomena. 1-a</i></li> <li>• <i>Aspiring to the inclusion of learners and other actors of the educational community beyond their linguistic and cultural diversity.1-e</i></li> <li>• <i>Having confidence in the benefits of teaching methods suggested by pluralistic approaches. 1-j</i></li> </ul>	 <p><b>1</b> <b>Comittment to values and principles</b></p>
Dimension 4	
<ul style="list-style-type: none"> <li>• <i>Competence in analysing multilingual situations and the statuses and uses of languages within their contexts. 4-a</i></li> <li>• <i>Competence in analysing the plurilingual communicative practices of individuals and their development.4-b</i></li> <li>• <i>Competence in identifying the statuses and functions of languages and language varieties in individuals' lives. 4-b-1</i></li> </ul>	 <p><b>4</b> <b>Metalinguistic [...] competences</b></p>

Dimension 7	
<ul style="list-style-type: none"> <li>• <i>Competence in developing one's reflective repertoire for the analysis of phenomena related to linguistic and cultural plurality. 7-4</i></li> </ul>	

## Scenario

Reminder: The scenarios provide an overview of the sequence and highlight some of the possible alternatives.

Estimated overall time needed: see the first column for each step

We distinguish between the following involved parties:

- TE – teacher educator
- ST – student teacher
- P – pupil

Steps	Aims	Tasks <sup>1</sup>	Remarks
<b>I. Individual preparation (before the class)</b>	<ul style="list-style-type: none"> <li>• Provide input about definitions of concepts related to multi- and plurilingualism</li> <li>• Provide</li> </ul>	Task 1. STs read articles about the concepts of plurilingual and intercultural education, the language policies at a(n) (inter)national level	<i>Task 1</i> already provides international literature. You can replace this literature or complete it with other literature on the topic (especially on national language policy and practical examples). Here you will find some further suggestions.

<sup>1</sup> The tasks in this column refer to the handout.

Steps	Aims	Tasks <sup>1</sup>	Remarks
+/- 3 hours (depends on chosen literature)	information on language policies at a(n) (inter)national level <ul style="list-style-type: none"> <li>• Provide examples of the use of pluralistic approaches</li> </ul>	Task 2. STs find out what role plurilingual and intercultural education plays in their field of teaching	German <ul style="list-style-type: none"> <li>• Studer, T. (2020). Jetzt skaliert! Plurikulturelle und mehrsprachige Kompetenzen im erweiterten Referenzrahmen. <i>Deutsch als Fremdsprache</i>. 1/2020, 5–26.</li> <li>• Warner, W. (2020). Was heißt hier plurikulturelle und plurilinguale Kompetenz? Konzeptionen von interkultureller Bildung und Mehrsprachigkeit im europäischen Referenzrahmen und im US-amerikanischen Fremdsprachenunterricht. <i>Deutsch als Fremdsprache</i>. 2/2020, 67–78.</li> <li>• Reich, Hans &amp; Krumm, Hans-Jürgen (2013): Sprachbildung und Mehrsprachigkeit. Ein Curriculum zur Wahrnehmung und Bewältigung sprachlicher Vielfalt im Unterricht. Münster: Waxmann.</li> <li>• Allgäuer-Hackl, E., Naphegyi, S., Sammer, G.; &amp; Steinböck-Matt, S. (2018). <i>5 Bausteine umfassender sprachlicher Bildung</i>. <a href="https://sprachelesen.vobs.at/sprache/5-bausteine">https://sprachelesen.vobs.at/sprache/5-bausteine</a> (Last Access: 19 March 2022).</li> </ul> Dutch <ul style="list-style-type: none"> <li>• Bloem, F. (2019). De kansen van meertaligheid. <i>Didactief</i>, okt 2019, 30-31.</li> <li>• van Avermaet, P. (2015). Waarom zijn we bang voor meertaligheid? <i>Levende Talen Magazine</i> 102/7, 6-11.</li> </ul>
<b>II. Poll</b> +/- 5 min.	<ul style="list-style-type: none"> <li>• Elicit knowledge that is already (partially) present</li> </ul>	Task 3. STs react to statements made by the TE in an online voting tool on a scale of 1 (totally disagree) to 5 (totally agree).	

Steps	Aims	Tasks <sup>1</sup>	Remarks
<b>III. Plenary</b> +/- 20 min.	<ul style="list-style-type: none"> <li>Encourage the STs to establish connections between their own contexts and what they have gained from the literature.</li> <li>Facilitate the identification by students of gaps/leaks in relation to pluralistic approaches in their own context</li> <li>Facilitate (deeper) understanding of the concepts</li> </ul>	<ul style="list-style-type: none"> <li>The results of the poll are discussed in plenary.</li> <li>STs also exchange their Ideas on the preparation for <i>task 2</i></li> </ul>	<p>In this step the TE tries to find out if concepts about diversity / multilingualism/multiculturalism are known and understood. The TE links ST's experience / knowledge with the literature read and discusses the importance of pluralistic approaches.</p> <p>As an <b>alternative</b>, the TE can let STs choose to do the discussion in groups with different working contexts, such as different subjects (language teachers and mathematics teachers for example) or different schools/different levels. Or STs can choose to do this in a different language than the language of education.</p>
<b>IV. Language profiles</b> +/- 30 min.	<ul style="list-style-type: none"> <li>Facilitate ST's capacity to verbalize, analyze and reflect on their own situation in relation to plurilingualism and pluriculturalism</li> <li>Facilitate the development of an open attitude towards the plurilingual and -cultural background of others</li> </ul>	<p>Task 4. STs work on one of the tasks of their choice.</p> <p><i>Option 1: reflection on the significant people in their lives, the languages spoken with them, and their impact on their personal and academic development.</i></p> <p><i>Option 2: reflection on their life path, the languages used in it and their impact on their academic/professional development.</i></p>	Examples are provided in the appendix
<b>V. Exchange on profiles</b> +/- 10 min.	<ul style="list-style-type: none"> <li>Facilitate the development of STs' competence in analysing situations of multiple language use, multilingualism, and the</li> </ul>	Task 5 : STs work in groups and reflect their conclusions on the previous task.	The task description includes questions that can guide ST's reflection.

Steps	Aims	Tasks <sup>1</sup>	Remarks
	status, use and emotional value of languages in their contexts		
<b>VI. Transfer to the (future) classroom</b> +/- 30 min.	<ul style="list-style-type: none"> <li>• Stimulate STs' reflection on their knowledge about the statuses and functions of languages in the lives of their Ps</li> <li>• Encourage students' reflection on ways to use their Ps' plurilingualism and pluriculturalism in their own lessons</li> </ul>	Task 6: STs work in groups <ul style="list-style-type: none"> <li>• STs present their conclusions to the whole group</li> <li>• STs discuss dilemmas</li> <li>•</li> </ul>	As an alternative, the TE can create new groups that are different from the groups for task 5.

**Tasks** : see the [handout](#)

## Suggestion for follow-up

This sequence could be followed by a lesson planning sequence. The main objective of this follow up would be that STs can design a lesson to identify the plurilingual and pluricultural background of their students. This sequence should be designed depending on the STs' experience with lesson design.

If this follow-up were to be used, the following competences would be worked on:

Dimension 5: DIDACTIC AND PEDAGOGICAL COMPETENCES FOR THE USE OF PLURALISTIC APPROACHES

5.1 Planning a teaching/learning process using pluralistic approaches: a & b

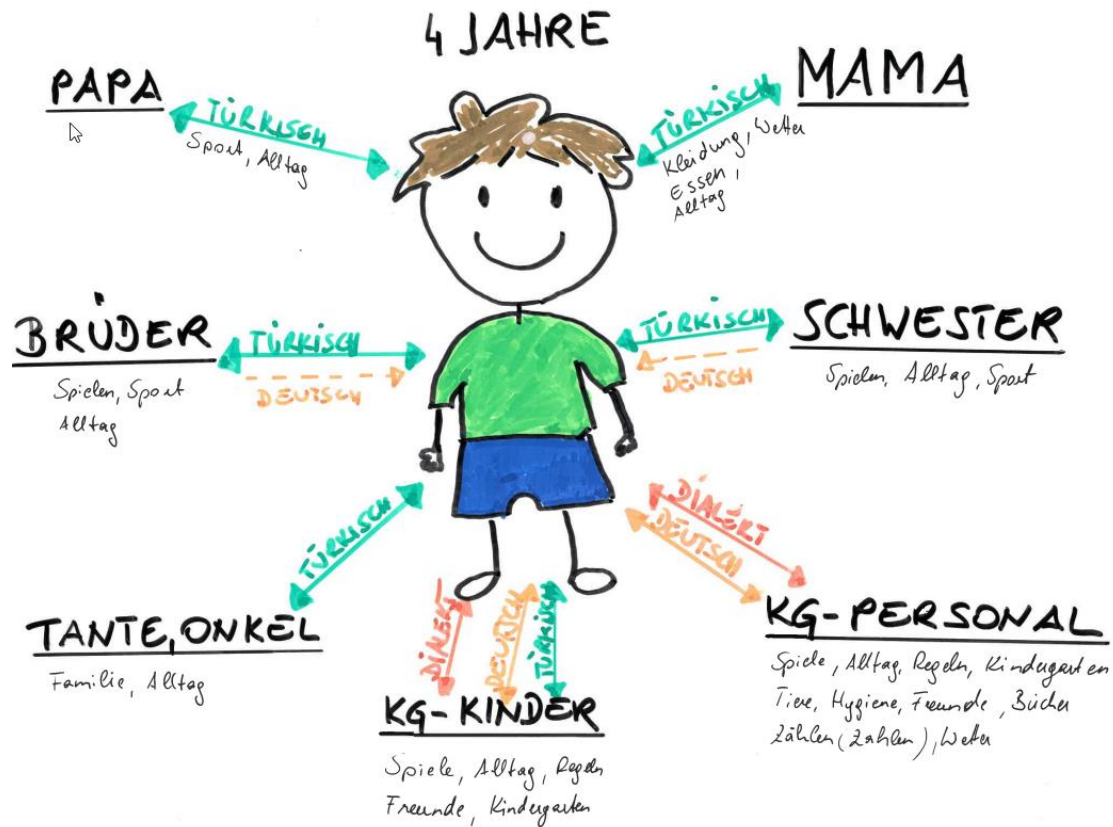
5.2 Managing a teaching/learning process using pluralistic approaches: a-c, p-r

STs design lesson(s) for one or both examples from task 4 in which they incorporate their conclusions from step VI. The following questions could be used to provide guidance to the STs:

1. Formulate a linguistic and content-based learning goal that fits to (one of) the tasks.
2. Think of three different Ps from your classrooms or pupils. What support do these students need to complete the task?
3. Discuss how you can evaluate the results of the tasks for your following lessons (or curriculum).

## Annexe

### Option 1: Language portrait



Source: Brigitte Olschnögger, Kindergarten Dorf Nenzing/Vorarlberg/Austria



More theoretical background information and examples of language portraits can also be found in

Busch B., « School Language Profiles: Valorizing Linguistic Resources in Heteroglossic Situations in South Africa », *Language and Education*, n° 24, janvier 2010, p. 283-294,

[https://www.researchgate.net/publication/233209404\\_School\\_Language\\_Profiles\\_Vvalorizing\\_Linguistic\\_Resources\\_in\\_Heteroglossic\\_Situations\\_in\\_South\\_Africa](https://www.researchgate.net/publication/233209404_School_Language_Profiles_Vvalorizing_Linguistic_Resources_in_Heteroglossic_Situations_in_South_Africa), accessed 23 June 2023

Busch B., « The language portrait in multilingualism research. Theoretical and methodological considerations », *Working Papers in Urban Language and Literacies*, n° 236, 2018, p. 1–13,

[https://www.academia.edu/35988562/WP236\\_Busch\\_2018\\_The\\_language\\_portrait\\_inmultilingualism\\_research\\_Theoretical\\_and\\_methodological\\_considerations](https://www.academia.edu/35988562/WP236_Busch_2018_The_language_portrait_inmultilingualism_research_Theoretical_and_methodological_considerations), accessed 23 June 2023

Krumm Hans-Jürgen, « Mehrsprachigkeit in Sprachenporträts und Sprachenbiographien von Migrantinnen und Migranten », in: Jenkins, Eva-Maria et Krumm, Hans-Jürgen (dir.), *Kinder und ihre Sprachen - lebendige Mehrsprachigkeit: Sprachenporträts*, Eviva, Vienna, 2001, p. 16-24,

[http://akdaf.ch/html/rundbrief/rbpdfs/61\\_Mehrsprachigkeit\\_Sprachenportraits.pdf](http://akdaf.ch/html/rundbrief/rbpdfs/61_Mehrsprachigkeit_Sprachenportraits.pdf), accessed 23 June 2023 **Option 2: Parcours de langues**

You will find some references and examples here:

Castellotti Véronique et Moore Danièle, « Dessins d'enfants et constructions plurilingues. Territoires imagés et parcours imaginés », in Molinie, Muriel (dir.), *Le dessin réflexif. Eléments d'une herméneutique du sujet plurilingue*, CRTF, Cergy, 2009, p. 45-85,

<https://hal.science/hal-01390212>, accessed 23 June 2023

Centre européen pour les langues vivantes du Conseil de l'Europe, « Visualiser son répertoire langagier. Exemples. »,

<https://maledive.ecml.at/Studymaterials/Individual/Visualisinglanguagepertoires/Examples/tabid/3636/Default.aspx>, accessed 23 June 2023

Biographie langagière 1, [Illustration], Centre européen pour les langues vivantes du Conseil de l'Europe,

[https://maledive.ecml.at/Portals/45/Language\\_biography1.pdf](https://maledive.ecml.at/Portals/45/Language_biography1.pdf), (n.d.).

Biographie langagière 2, [Illustration], Centre européen pour les langues vivantes du Conseil de l'Europe,

[https://maledive.ecml.at/Portals/45/Language\\_biography2.pdf](https://maledive.ecml.at/Portals/45/Language_biography2.pdf), (n.d.).