

Confidence in one's ability to work with unfamiliar languages

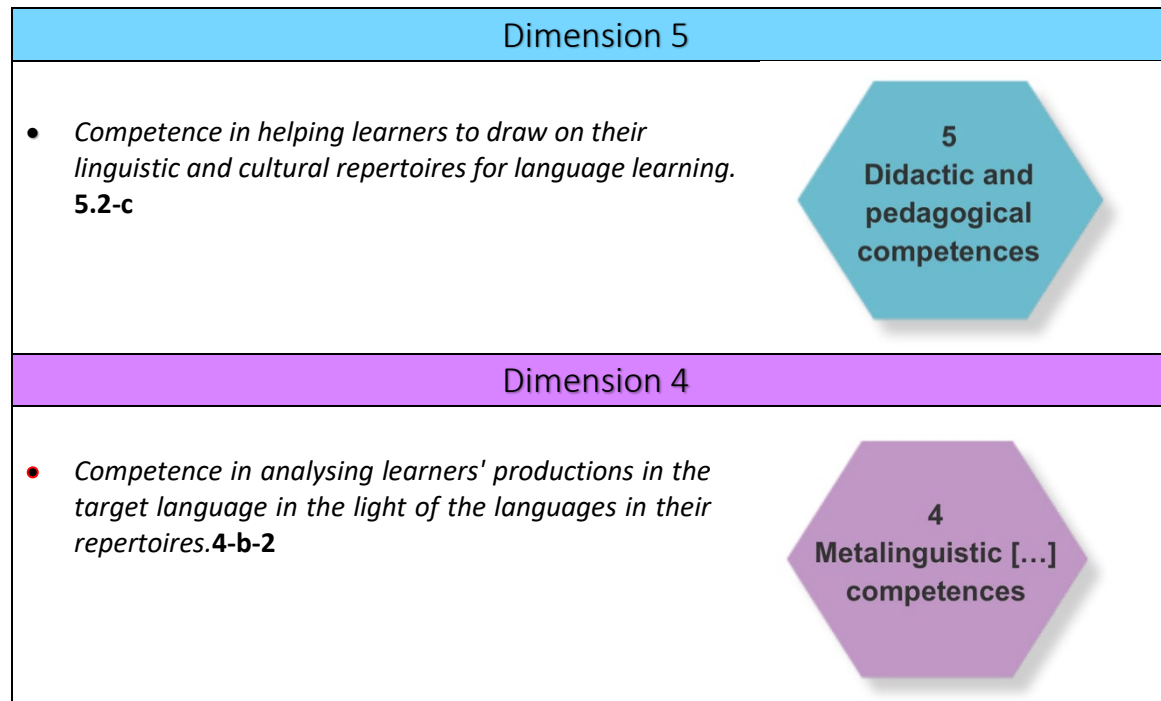


Document for teacher educators

Teachers often fear not being able to use pluralistic approaches involving languages they do not master or have little or no knowledge of. However, it is essential - for instance in order to be able to help learners draw on their linguistic repertoires to learn languages (5.2-c) - to be able to incorporate their linguistic experiences (5.1-h) without excluding those who speak languages unfamiliar to the teacher. Confidence in one's ability to engage in approaches that involve working with several languages, linguistic and cultural varieties, including unfamiliar ones, is therefore an important resource to develop.

This sequence aims to raise awareness of the importance of being able to work with unfamiliar languages and to facilitate the development of one's confidence in doing so through the viewing of an example of teaching practice, its analysis and the discussion of the attitudes and competences the teacher deploys in this context.

List of targeted competences and attitudes	
Dimension 1	
<ul style="list-style-type: none"> • <i>Having confidence in one's own ability to use approaches that involve working with multiple languages, linguistic and cultural varieties including unfamiliar ones. 1-k</i> 	



Scenario

A reminder: Scenarios provide an overview of the sequence of tasks and highlight some alternatives.

Total estimated length: 45'

Steps	Aims	Tasks	Remarks
I. Brief discussion about the languages that participants might consider using in pluralistic activities.	To identify the potential obstacles perceived by participants when considering working with languages they do not master.	Brève discussion en plénière. A brief discussion in plenary.	Alternative: If time constraints require, this step can be skipped, proceeding directly to viewing the practical example.
II. Observation of a practical example where the teacher works with two languages that he does not master, with the aim of facilitating the learning of the language of schooling.	<ul style="list-style-type: none"> To raise awareness of the <i>feasibility</i> of working with languages that one does not master. To raise awareness of the benefits for learners of such practice. 	<ul style="list-style-type: none"> Viewing a video of teaching practice Plenary or group discussion on the benefits for learners of such practice 	
III. Analysis and discussion of the attitudes and competences employed by the teacher in the example of practice.	<ul style="list-style-type: none"> To facilitate the development of competences in the observation and analysis of the use of pluralistic approaches in context. To facilitate the analysis of what is implemented in this practice, the understanding of what the descriptors cover and how they can be practically implemented. 	<ul style="list-style-type: none"> Individual work to match what is observed in the video with descriptors of attitudes and competences. Group discussion: Comparing the observations made 	All the descriptors in the list can be retained except 2.c , 5.2-r and 7.2-a . 5.2-r is not implemented here but could be a final step in the teacher's sequence. This point could lead to a discussion on how he could introduce this element in his lesson.
IV. Individual selection of an element to develop in one's own practice.	<ul style="list-style-type: none"> To facilitate reflection on one's professional development. 	<ul style="list-style-type: none"> Individual reflection and planning for the specific development of an attitude or competence. 	Alternative: One can stop at the end of step III if time is limited. Suggestion: For further development of competences in this area, one can draw upon the sequence "Working with unfamiliar languages».

Tasks : see the [handout](#)