

# Building bridges between languages: A scenario for developing didactic and pedagogical competences for Pluralistic Approaches

Reflective tool for teachers<sup>1</sup>

This reflective tool is aimed at teachers who would like to reflect on their teaching practices towards pluralistic approaches and eventually to trigger action research. This tool will help you gain an insight into your own practice by identifying areas of insecurity and empower you to adopt pluralistic approaches in your classroom.

**Which of the following teaching practices do you use to establish a learning community that embraces a pluralistic attitude in your classes?** Please explain why and how these statements relate to your teaching practices. You can use *any language you speak and/or teach, or even a combination of languages*.

<b>1. General attitude towards students' languages and cultures</b>	<b>Your response</b>	<b>Other things I could do? Other things someone else (people, or institutions...) could do to help with it?</b>
I always conduct a needs analysis survey to explore students' linguistic and cultural repertoires (through surveys, brochures, games etc.)		
I share personal information regarding my linguistic and cultural background and I encourage students to share as well.		

<sup>1</sup> Annex 1 to the sequence "Building bridges between languages: a sequence for developing didactic and pedagogical competences through Pluralistic Approaches" by Edith Cognigni, Martina di Febo, Francesca Vitrone (University of Macerata, Italy). The tool is an adaptation of the original document produced by Miranda Karjagdiu Çolak, Kènia Puig i Planella, Athina Vrettou.

<p>I consider the prior knowledge and experience of students from various backgrounds who are new to the school and country and help them to transfer their competences across all subjects, even if it means that I have to do extra work with colleagues of other subjects</p>		
<p>I explore the use of translanguaging pedagogies in my classroom to address the linguistic backgrounds and aid students' learning process (I decide on the extent of L1 use, or clarify the subject specific language, etc)</p>		
<p><b>2. Communicative and teaching practices in a plurilingual/pluricultural perspective</b></p>	<p><b>Your response</b></p>	<p><b>Other things I could do? Other things someone else (people, or institutions...) could do to help with it?</b></p>
<p>At the start of a lesson or topic, I find out what students already know about it and what related language they already are familiar with.</p>		
<p>I make sure I understand the language and learning needs of all students in my class.</p>		

<p>I use visuals and audio materials (photos, video, drawings, songs etc.) to introduce new topics as well as graphic organizers (mind maps, tables, charts, and diagrams) to support language learning in my subject. This supports the learning of all students.</p>		
<p>I ask students to share their personal experiences and I comment and respond to them positively.</p>		
<p>I do pair group / group work/ project work / use dramatization / games to engage with materials that promote pluralistic approaches.</p>		