

Building bridges between languages: A scenario for developing didactic and pedagogical competences for pluralistic approaches



Document for teacher educators

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Introduction

The sequence is for **in-service teachers** of a foreign language in lower-secondary school (age 11-14). It is meant as a collaborative workshop to be done in small groups after an introductory class on pluralistic approaches. The scenario has been designed for teachers of different European languages (e.g. French, Spanish, English...) but it could also be used with groups of teachers of the same foreign language.

It aims at getting teachers to critically analyse their own approach to teaching so as to bring out and enhance their classroom practice in line with pluralistic approaches and thus develop their repertoires in this field. By sharing their own teaching practices and opinions, participants are gradually guided to discover and enhance the potential of an **Integrated Didactic Approach** (IDA) in the teaching of a foreign language in a multilingual classroom, then to evaluate the impact of pluralistic approaches on their teaching environment.

It is designed to take a total of **4 hours** when carried out online, partly in synchronous mode (2 hours) and partly in asynchronous mode (2 hours). It can be adapted to be carried out in hybrid mode (2 hours face-to-face + 2 hours online) or as a totally face to face workshop.

After a brief introduction, participants work mainly in small groups following the guidelines and noting down their considerations in a shared document (see the handout for participants).

Targeted competences	
Dimension 5	
<ul style="list-style-type: none"> • <i>Competence in using pluralistic approaches in ways that are suited to the teaching context and the learning objectives. 5.2-a</i> • <i>Competence in reflecting on the effects of the use of pluralistic approaches on learner development, and in taking this into account to inform one's practice. 5.4-a</i> • <i>Competence in critically analysing how the various learning activities one uses contribute to the development of plurilingual and intercultural education 5.4- b</i> 	 <p>5 Didactic and pedagogical competences</p>

Scenario

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

Steps	Aims	Tasks	Remarks
I. Introduction to the workshop (in plenary) Estimated time: 15'	To introduce the participants to the workshop's rationale and structure.		The workshop can be conducted online by using a collaborative platform
II. The Integrated Didactic Approach: features, objectives, potential (in small group) Estimated time: 30'	To stimulate reflection: <ul style="list-style-type: none"> - on one's own teaching - on the potential of the IDA in one's own teaching context. 	In small groups, <ul style="list-style-type: none"> ○ Guided analysis of an activity based on the IDA taken from <i>L'italien à partir de l'espagnol. Les 8 incontournables pour communiquer</i> (Vega Llorente Pinto, 2012; FREPA database), which contains explanations for the teacher and a sample activity for learners of a Romance language. ○ Comparison of a sample activity with a description of its main features and objectives. 	The activity analysed is meant for teachers of Italian to French-speaking learners but can be used as a sample activity for any teacher of a Romance language. The translation into English is provided at the end of the handout for participants. Alternative: <i>The activity was designed for an online environment by using a shared document and break-out rooms where applicable, but it can be done as a face-to-face activity as well.</i>
III. Reflection on the different categorizations of reality implied by school languages (in small groups) Estimated time: 30'	To stimulate reflection on <ul style="list-style-type: none"> - the categorization processes and on the representations of reality conveyed by the verb tenses of the learners' L1 and of a given FL. - the value of L1 as a resource for the learning of the English present tenses (present 	A) Guided reading and discussion of the introduction of another teaching resource (<i>Quand un égal deux: les deux presents</i> , Audin 2005; cf. FREPA database) B) Discussion of concrete examples taken from participants' teaching experiences	The translation into English is provided at the end of the handout for participants.

Steps	Aims	Tasks	Remarks
	<p>simple, be + -ing form) by Romance-language speakers.</p> <p>To facilitate the sharing of opinions and teaching experiences related to the different conceptualizations of reality implied by school languages.</p>		
IV. Reinforcing learners' awareness of similarities and differences between the verb systems of their L1 and of a given FL (in small groups)	<p>To facilitate the development of competences in stimulating learners' deeper understanding of the verb system of their first language so as to facilitate their access to that of the target language.</p> <p>To facilitate the development of competences in raising learners' awareness about the different uses of verb structures in their L1 and in a given FL, even though they look similar.</p> <p>To stimulate reflection on how learners' and teacher's roles change in such activities.</p>	<p>A) Reading and analysis of another excerpt (section "Mise en œuvre d'une séquence d'enseignement") and of a sample activity.</p> <p>B) Guided discussion on both the learner's and teacher's roles in such activities, and comparison with their current approach to teaching.</p>	<p>Alternative: the excerpt and the activity concern the functions of present tense in French as an L1. The translation of part of the text is provided at the end of the handout for participants.</p> <p>However, the activity can also be used with teachers whose learners are speakers of other Romance languages, by asking them to reflect on possible different functions implied by their learners' L1.</p>
V. Implementation of the Integrated Didactic Approach in the teaching of a FL in multilingual environments (in small group) Estimated time: 15'	To raise awareness of and stimulate reflection on the potential of the IDA in the teaching of a foreign language in multilingual classrooms.	Guided reflection on and discussion of the role of the two activities analysed in a multilingual teaching environment.	
VI. Evaluation of the impact of pluralistic approaches in one's own teaching context (individual) Estimated time: 30'	To elicit the knowledge about pluralistic approaches by evaluating their impact in one's own teaching context.	<p>Individual written reflection</p> <p>A) Analysis of another activity taken from the Project ConBat + (A Healthy Diet, author: Petri</p>	<p>The task is designed for individual work in asynchronous mode.</p> <p>The activity is briefly shown during the workshop and then</p>

Steps	Aims	Tasks	Remarks
	<p>To facilitate the development of knowledge about pluralistic approaches and competence in analysing a plurilingual activity.</p> <p>To stimulate cooperation with teachers of other disciplines in the school through plurilingual and content-based activities.</p>	<p>Vuorinen) and reflection on which pluralistic approach it can be traced back to.</p> <p>B) Reflection on how to improve the activity to further enhance the use of languages in their classroom(s) and, possibly, to stimulate collaboration with teachers of other languages (language of schooling, foreign languages, home languages, etc.) or school subjects.</p>	<p>sent individually to each participant (e.g., by email or by Google Classroom).</p> <p>If participants work in the same context, they could do the activity in pairs or small groups.</p>
<p>VII. Evaluation of teaching materials based on pluralistic approaches from the point of view of one's own learners' needs (individual)</p> <p>Estimated time: 1h</p>	<p>To facilitate the development of competences in evaluating the potential and critical issues of teaching materials based on pluralistic approaches given one's own teaching context.</p> <p>To facilitate the identification of possible adaptations to tailor a plurilingual activity to the needs of one's own learners.</p>	<p>A) Individual analysis and selection of activities for one's own context. Materials taken from the ConBat+ Project and the FREPA database (1. Explorers; 2. If you want peace; 3. Le lingue: origine delle parole, prestiti e calchi)</p> <p>B) Reflection on how to adapt materials to their context and their learners' needs.</p>	<p>Alternative: You can select different teaching materials from the two databases so as to better respond to the specific needs of the participants' teaching contexts (e.g., age of the target learners, educational objectives, languages involved, focus on a specific pluralistic approach...).</p>
<p>VIII. Reflection on action and prospective teaching in line with pluralistic approaches (individual)</p> <p>Estimated time: 30'</p>	<p>To develop competences in analysing and reflecting on one's own teaching and strategies to embrace a pluralistic approach.</p> <p>To develop competences in reflecting on one's own practice by identifying areas of insecurity in implementing pluralistic approaches.</p> <p>To empower teachers to adopt pluralistic approaches in their classes.</p>	<p>A) Individual reflection on their teaching in relation to pluralistic approaches by filling out a Reflective tool concerning:</p> <ul style="list-style-type: none"> - their general attitudes towards learners' languages and cultures. - plurilingual/pluricultural aspects of their communication and teaching. <p>B) Reflection on their current and future teaching and teaching strategies based on the above aspects.</p>	<p>The Reflective tool used here is adapted from Section 1 (Reflection in Action) of the original version proposed by M. Karjagdiu Çolak, K. Puig i Planella, A. Vrettou.</p>

Tasks

N.B.: To make it easier for teacher educators to relate the information given here with the tasks proposed to the participants, the rounded boxes provide a quick overview of the tasks as they appear in the document intended for them.

I. Introduction, and II. The Integrated Didactic Approach (IDA): features, objectives, potential (in small groups)

After having explained the rationale and the structure of the workshop and formed groups, engage the participants in reflection on their own approach to teaching through collaborative analysis of an activity based on the IDA, which contains explanations for the teacher and a sample activity for learners of a Romance language.

Questions are provided to guide participants' reflection.

Look at the sequence of teaching activities above and the box below.

- Have you ever done similar activities for level zero, also in other languages? (highlight your choice or cross out the others).

Yes, all of us

Only some of us

None of us

Guide du professeur

Approche: Didactique intégrée
Destinataires : élèves francophones ayant déjà étudié l'espagnol langue étrangère.
Durée: 60'

Il s'agit d'une leçon O d'italien pour des élèves francophones ayant déjà étudié l'espagnol langue étrangère.
Ils doivent identifier des expressions très basiques et fréquentes en italien et en espagnol. Puis, ils rassembleront les expressions qui signifient la même chose en français, espagnol et italien.
Plus tard, ils réfléchiront en petits groupes sur:
les signes d'interrogation en français, espagnol et italien
l'utilisation du pronom sujet en français, espagnol et italien
la proximité des trois langues.
L'objectif final est de promouvoir la motivation des élèves pour une troisième langue étrangère en les faisant réfléchir sur les coïncidences et la proximité entre leur propre langue et d'autres langues de la même famille.
Langues: espagnol, italien, français.

1- Identifie la langue des expressions suivantes :

	espagnol	italien
Sono giornalista		
Estudio/hago filología		
Abito a Parigi		
gracias		
Sono le cinque		
(Tengo) veintidós		

2- Complète la grille avec les phrases ci-dessus :

français	espagnol	italien
Comment tu t'appelles?		
Je m'appelle Marie		

+

français	espagnol	italien
D'où es-tu?		
Je suis espagnol		

Extract A

Integrated didactic approach

Integrated didactic approaches are directed towards helping learners to establish links between a limited number of languages which are taught within the school curriculum. Integrated didactics work on the central principle advocated by pluralistic approaches of capitalising on what is already known in order to access what is less known: the language of schooling for accessing the first foreign language. This can then be used as a springboard to facilitate the acquisition of a second foreign language etc., keeping in mind that mutual support between languages goes in both directions. This approach does not neglect either the home languages of the learners... One can therefore have two (or even three or four) languages which are being "tackled" simultaneously. [...] Other studies investigate ways of linking the language of schooling and other languages taught through an integrated approach.

<https://carap.ecml.at/Pluralisticapproaches/tabid/2681/language/en-GB/Default.aspx>

Then get the participants to reflect on the potential of the IDA in their own teaching context by comparing a sample activity with a description of its main features and objectives.

III. Reflection on the different categorizations of reality implied by school languages (in small groups)

- A) Invite participants to read the introduction to another piece of teaching material ("Quand un égal deux: les deux presents", Audin 2005; cf. [FREPA database](#)), to stimulate reflection on the value of L1 as a resource for the learning of the English present tenses (present simple, be + -ing form) by Romance-language speakers.

EXTRAIT B : "Quand un égale deux : les deux présents"

Introduction

L'apprentissage des deux présents en anglais est source de difficultés notoires chez les apprenants francophones, difficultés qui perdurent pendant de longues années. Anne Trévisse, dont la thèse²⁷ remarquable nous a servi de cadre de référence pour la partie théorique, a une formule choc à propos de la forme en *be + ing* : c'est, selon elle, « un défi lancé aux didacticiens », car il est extrêmement difficile de trouver une valeur centrale aisément transmissible aux apprenants.

Faut-il pour autant différer son apprentissage et priver les élèves de tout un champ de possibilités d'expression dont on peut difficilement faire l'économie ? Faut-il l'enseigner en occultant – comme c'est souvent le cas en début d'apprentissage – les problèmes particuliers qu'il pose ? Nous proposons la démarche inverse : **initier une réflexion sur le système de la langue maternelle pour aborder celui de l'anglais muni d'outils, de repères, de concepts qui pourront faciliter l'apprentissage ultérieur.**

- B) Get participants to discuss whether they agree or not with the following paragraphs in the text (to be found online) and whether they have ever experienced comparable teaching situations.
- C) Ask them to share concrete examples taken from their teaching experiences and to justify their choices.

- Have any of you experienced comparable teaching situations (not necessarily on this language structure or on the English/French pairing, but on this type of issue)?
.....
.....
- **Now read paragraphs 1 and 2 (in French) in the full document**, which can be found here: <https://carap.ecml.at/tabid/2313/PublicationID/35/Default.aspx>
- To what extent do you agree with what is expressed in the text about the process of categorization and the representation of reality through languages?
 - 1- We all agree, both conceptually and from direct experience.
 - 2- Somewhat in agreement, mostly at the conceptual level.
 - 3- We don't really agree.
 - 4- We're not at all in agreement.
- If you answered 1, 2, or 3, add at least one example (e.g., a teaching situation, or a comparison of language structures, etc., to motivate your answer). If you answered 3 or 4, briefly explain your reasons for disagreeing.
.....
.....

IV. Raising learners' awareness about similarities and differences between the verb systems of their L1 and of a given FL (in small groups)

- A) Invite participants to read another excerpt from the same text (section "Mise en œuvre d'une séquence d'enseignement") and a sample activity, which are useful for eliciting the different functions of the present tense in the learners' L1.

Mise en œuvre de la séquence d'enseignement

1. Découverte du fonctionnement du français : plusieurs valeurs, une seule forme

Cette première phase, directement en prise sur le fonctionnement du français, trouve sa place en dehors du cours de langue. Elle s'insère parfaitement dans une séquence de français sur les valeurs temporelles.

■ Recueil d'un corpus de phrases au présent

La première étape s'articule autour d'un corpus d'énoncés produits par les élèves. La consigne donnée par l'enseignant pour constituer ce corpus est la suivante : « Écrivez quatre phrases en utilisant des verbes d'action⁴³ au présent. »

Cette consigne utilise volontairement un vocabulaire relativement flou qui donne matière à discussion et réflexion avec les élèves. Est-ce que tel verbe est un verbe d'action ? Qu'est-ce qu'une action ? Qu'est-ce qu'un état⁴⁴ ? Quels sont les rapports entre langue et réalité ?...

L'enseignant recense les phrases produites par les élèves. Il peut éventuellement en ajouter de façon à obtenir un éventail aussi complet que possible des valeurs de base du présent français⁴⁵.

■ Réflexion collective sur les valeurs du présent en français

Il demande ensuite aux élèves de classer ces phrases d'après leur sens général. Après discussion, on aboutit à une classification de ce type :

1. on parle de quelque chose qui se passe en ce moment
2. on parle de quelque chose qui se répète
3. on parle de quelque chose qui était vrai dans le passé, qui est vrai maintenant, qui sera vrai dans l'avenir
4. on parle de quelque chose qui va arriver, qui va avoir lieu plus tard
5. on parle de quelque chose qui a eu lieu dans le passé
6. on parle de quelque chose qui n'est pas réel

Le classement ci-dessus reprend les termes proposés par les élèves au cours de la discussion. Les quatre premières valeurs sont en général trouvées sans difficulté même si la démarcation n'est pas toujours claire

Document n° 2 Exemple de corpus corrigé

Consigne : « Pour chacun de ces énoncés au présent, cochez la valeur qui convient. »

	Valeurs de ces présents français	bientôt	au moment où je parle	habituellement
1	Regarde l'avion qui décolle.		+	
2	Mon père fume beaucoup.			+
3	Ma mère travaille à Paris.			+
4	J'habite à Paris.			+
5	En août je pars au bord de la mer.	+		
6	Est-ce que tu regardes la télé le mardi soir ?			+
7	Qu'est-ce que tu fais demain ?	+		
8	Hé ! Qu'est-ce que tu fais ?		+	
9	Je ne vais jamais à Paris.			+
10	Je vais à Paris demain.	+		
11	Tu es encore en train de jouer !		+	
12	Chut ! Je travaille !		+	
13	Elle arrive toujours en retard.			+
14	Quand fais-tu tes devoirs ?			+
15	Je ne peux pas venir. Je fais mes devoirs.		+	
16	Tu m'écoutes, dis ?		+	
17	Je fais du volley le mercredi après-midi.			+
18	Mercredi, je ne vais pas à la piscine.	+		
19	Les Anglais boivent beaucoup de thé.			+
20	Qu'est-ce que tu dis ?		+	
21	Qu'est-ce que tu prends au petit-déjeuner ?			+
22	Samedi, on fait une fête.	+		
23	Je lis surtout des bandes dessinées.			+
24	J'arrive !		+	
25	Je n'aime pas les épinards.			+

B) Ask participants to reflect on both the learner's and the teacher's roles in such activities, thus stimulating a comparison with their current teaching practices.

- What do you see as the learner's role in extract B? And that of the teacher? (very briefly)

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V. Implementation of the Integrated Didactic Approach in the teaching of a FL in multilingual environments (in small groups)

Ask participants to reflect on the uses of the two activities analysed in a multilingual teaching environment by taking positions on a series of given statements. The multiple-choice question aims at encouraging discussion among the participants and between them and the teacher educator to better clarify what the main aspects of IDA are and its possible advantages in a multilingual classroom.

Get them to negotiate a shared answer among the choices offered or to add another explanation of their own.

- What might be the purposes of extracts A and B for a foreign language teacher in multilingual classrooms? You can mark at most two choices:

- 1- The first is easier, precisely because of the difficulty of classes of this type, which require practical and clear activities.
- 2- The second may suggest useful insights for a change in teaching approach.
- 3- They have a very different perspective, although they connect to the same approach, it is inappropriate to compare them.
- 4- Neither of them has specific value as regards language plurality in the classroom - they can both be useful. What matters is the teacher's mediation.
- 5- Other (optional):

VI. Evaluation of the impact of pluralistic approaches in one's own teaching context (individual)

Get participants to work independently and

- A) reflect on the work done during the workshop, noting briefly at least one aspect of the materials examined that particularly struck them.

- 1) **A short personal comment:** Look again at to the excerpts provided in the workshop and commented on in small groups (A. [12 italien espagnol DidInt12.pdf](#) and B. [4 ldidac les deux presents \(1\).pdf](#)). Note down very concisely at least one aspect of each that particularly struck you. If you did the work in small groups, you may also refer to discussion with fellow participants. If you were absent, you can analyse the material on your own.

A HEALTHY DIET

Petri Vuorinen

In the comments column you can write about your own feelings (if you liked the food, if it looked/smelled good, if it was healthy/unhealthy etc).

You can write the names of dishes and your comments in your mother tongue or English. When discussing the chart, you can use any language but make sure everybody understands you.

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Comments
Breakfast								
Lunch								
Dinner								
Snacks								

After you have kept a food diary for a week, discuss what you ate during your week.

Link to the full document: [A healthy diet](#)

- B) Ask them to analyse another activity taken from the ConBat Project + ([A Healthy Diet](#), author: Petri Vuorinen), and to reflect on which pluralistic approach it can be traced back to.

- 2) **Reflection on teaching material:** read through the teaching material below, taken from the [ConBat+ Project](#). Which pluralistic approach(es) could you relate it to?

Imagine using the table below on 'a healthy diet' in a class of your choice. Without creating the activities or writing objectives, but just by describing the type of activity, briefly suggest at least one way in which the material could be improved so as to further enhance the use of languages in class and also to stimulate collaboration with other teachers (of a foreign language, of the language of schooling, or even of other subjects), as regards what you have done in the course webinars and workshops.

Note: If there are activities that you have already used yourself which you consider important, you may propose one of them instead of adapting the material below.

- C) Ask them to indicate at least one way of improving the activity to further enhance the use of the languages of their classroom(s) and, possibly, to stimulate collaboration with teachers of other languages (language of schooling, foreign languages, etc.) or school subjects.

VII. Evaluation of teaching materials based on pluralistic approaches in relation to one's own learners' needs (individual)

- A) Get participants to select one out of 3 teaching examples of materials taken from the ConBat+ Project and the FREPA database (1. [Explorers](#); 2. [If you want peace](#); 3. [Le lingue: origine delle parole, prestiti e calchi](#)) which they consider of particular interest for their teaching context.
- B) Ask them to reflect on any adjustments to be made in order to tailor the activity to their learners' needs, on its strengths and possible limitations as regards its implementation in their teaching context.

Assessment

Teaching material:

Title:

Theme:

Language level indicated in the FREPA:

(Please also indicate whether you agree, whether you think a revision of what is indicated is necessary, etc.)

Age range of target learners:

Possible adaptations for one or more classes:

Strongest points:

(briefly, with particular reference to the topics covered in the training course)

.....

Possible weaknesses or points for improvement:

(briefly, in general or also in relation to your context)

.....

VIII. Reflection on action and their future teaching based on pluralistic approaches (individual)

- C) Invite participants to reflect individually on aspects of their teaching which are based on pluralistic approaches by filling out a tool for [reflection](#) concerning:
- their general attitudes towards learners' own languages and cultures.
 - their communicative and teaching practices from a plurilingual/pluricultural perspective.

Ask them to reflect on their current teaching practices/strategies concerning the above dimensions, but also on future ways of teaching and strategies that could be implemented in their teaching context, reflecting on who else they could involve in the process (colleagues, institutions...).

6. Individual task: reflect individually on aspects of your teaching which are based on pluralistic approaches by filling out a **tool for reflection** (adapted from the original document produced by Miranda Karjagdiu Çolak, Kènia Puig i Planella, Athina Vrettou).