



Choosing, adapting or designing integrated didactic approach¹ materials for my classroom



Document for teacher educators

Sequence developed by Lukas Eibensteiner, Claudia Schlaak, Nina Woll, members of the project network

Brief introduction

The provided material is intended for the education of teachers of a foreign language in primary, secondary or post-secondary settings who are either in initial preparation or engaged in ongoing professional development. It can be used as part of a specific programme focused on the integrated didactic approach, or as part of a wider programme in pluralistic approaches, including a section devoted to this approach. Although the scenario has been designed for groups comprising teachers of different foreign languages (French, Spanish, English, etc.), it can also be used with groups of teachers of the same language.

The material aims to guide teachers in critically analysing available integrated didactic approach materials and assessing their relevance to their own teaching. By sharing their own teaching practices and opinions, participants are led to discover and appreciate the potential of this approach in the teaching of a foreign language in a multilingual classroom. They are then prompted to evaluate the relevance and feasibility of using practices from this approach - utilising existing materials - in their own teaching domain. The sequence is designed for a total of approximately 3 hours' work to be carried out online or face-to-face.


Prerequisites

Participants should be familiar with the principles of the integrated didactic approach and have had the opportunity to see some materials based on it. They should be able to distinguish it from other pluralistic approaches (awakening to languages, intercomprehension between related languages, intercultural approach).

¹ Cf [FREPA](#) ; other names exist, depending on the context, for example *Integrated language teaching and learning*, *Integrated didactic approach to languages*, etc.

Overall structure

The unit is divided into three phases: after having familiarised themselves with various tools enabling them to (1) analyse the linguistic diversity of their learners through language portraits, the participants (=teachers/future teachers) are guided to (2) explore two databases (FREPA: <http://carap.ecml.at/> and MIL <https://glocal-campus.org/login/index.php>) which catalogue existing didactic materials in DIL. Finally, (3) they conduct a more detailed analysis of these materials based on didactic criteria. At the end of this last step, participants will be able to select didactic materials and consider how they can be adapted to better meet the needs of their educational context.

List of the competence(s) and/or attitude(s) targeted (selected from the reference framework)	
Dimension 5	
<ul style="list-style-type: none"> • <i>Competence in selecting and/or producing a variety of teaching resources and materials suitable for the implementation of pluralistic approaches. 5.1-i</i> <p>In the context of this unit, this descriptor can be reworded as follows:</p> <ul style="list-style-type: none"> • <i>Competence in selecting and adapting various didactic resources and materials suitable for implementing pedagogical practices based on the integrated didactic approach.</i> <p>Other relevant competences:</p> <ul style="list-style-type: none"> • <i>Competence in defining learning objectives for plurilingual and intercultural education that are adapted to the context. 5.1-a</i> • <i>Competence in selecting the languages and the language registers to use according to the objectives and the learners' repertoires. 5.1-f</i> 	

Scenario

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

Estimated overall length: 3 hours

Steps	Aims	Tasks	Remarks
Step 1	Identifying plurilingual repertoires		
	<p>a-To raise participants' awareness of...</p> <ul style="list-style-type: none"> - the necessity, when using an integrated didactic approach, of having information about the learners' linguistic repertoires, the various language combinations known within the group, the levels of competence in each of these languages and the attitudes they evoke; - the diversity of purposes served by gathering this information, which not only makes it possible to identify possible support languages for an integrated approach, but more generally gives everyone an insight into the linguistic diversity within the classroom and the social environment; - the existence of a variety of tools for gathering this information (open-ended questions, discussion, language portraits, etc.). <p>b- Introduce a specific tool, the "Language Portrait", which can be used with learners, and which participants will discover here during a reflection activity on their own plurilingual repertoire.</p>	<p>a- Whole-group introductory discussion...</p> <ul style="list-style-type: none"> - on the necessity, when using an integrated didactic approach in class, of gathering information about the languages that are part of each learner's linguistic repertoire; - on the potentially diverse objectives of collecting information on this subject; - on the tools that participants are familiar with for conducting this collection. <p>(approx. 10-15 minutes)</p> <p>b- Discovering the "Language Portrait" tool:</p> <ol style="list-style-type: none"> 1. Participants individually complete their language portrait following the instructions provided on the handout (approx. 15-20 minutes). 2. Based on some of the language portraits, discussion of the participants' (and their learners') plurilingualism - approx. 20 minutes. 3. Transition to the next step: participants pair up to brainstorm how some of the mentioned languages could contribute to facilitating the learning of other languages and consider the possibility of finding corresponding integrated didactic approach materials (approx. 15 minutes). 	

Steps	Aims	Tasks	Remarks
Step 2	Finding/selecting integrated didactic approach materials from two databases (FREPA and MIL		
	<p>-To Introduce participants to document search processes:</p> <ul style="list-style-type: none"> - Effective use of databases and/or other collections of teaching resources <ul style="list-style-type: none"> - MIL ("Mehrsprachiges und Interkulturelles Lernen" or Plurilingual and intercultural learning) - FREPA - Identification of the learning objectives targeted by the material (e.g., linguistic resources) + identification of the key words for integrated didactics (e.g. cross-linguistic comparison), reflection on and justification of choices (developing one's own provisional catalogue of criteria for integrated didactic approach exercises, which may also contain search criteria). 	<p>Groups of three + reflection in plenary session:</p> <p>a- First exercise in searching for materials in one or more online databases.</p> <ol style="list-style-type: none"> 1- Choice of a concrete learning object (about 10 minutes). 2- Identification of materials that match specific criteria for which participants draw up a list (language combination, language feature being worked on, etc.) - approx. 25 mins. 3- Selection of activities (approx. 10 mins) <p>b- Sharing and joint reflection in plenary session: Discussion of the learning object selected, the results achieved and encountered difficulties (30 mins).</p>	<p>Depending on the group of participants, it is possible to refer to other databases.</p> <p>If time allows, it is also possible to carry out two activities (one with FREPA, one with MIL, or with other databases).</p>
Step 3	Analysing and adapting didactic materials according to a pre-established catalogue of didactic criteria and the specific context.		

Steps	Aims	Tasks	Remarks
	<p>a- To raise participants' awareness and understanding of the diversity of criteria for choosing materials for integrated didactic approaches.</p> <p>b- To develop their ability to connect the characteristics required by these criteria with the activities offered in didactic materials.</p> <p>c- To develop their ability to adapt materials to make them more relevant for their context.</p> <p>These two aims presuppose, in particular, the ability to:</p> <ul style="list-style-type: none"> - identify/name teaching strategies (what the teacher does) and learning strategies - analyse the relevance of these characteristics in relation to the learning objectives - assess the utility of the materials for achieving different objectives - formulate intentions for using/adapting the material to one's specific context. 	<p>a- Examination of the catalogue of didactic criteria provided in the handout (approximately 15 minutes).</p> <ul style="list-style-type: none"> - Individual review - Collective discussion to ensure understanding of this catalogue. <p>b- Examination, in small groups, of existing didactic materials (approx. 30 mins)</p> <ul style="list-style-type: none"> - analysing the materials (see step 2) according to the criteria; - selecting which activities would be useful; - identifying the elements that need to be adapted. <p>c- Collective discussion about adapting the material to one's own context (approx. 15 mins).</p> <ul style="list-style-type: none"> - How to proceed? - What problems can be anticipated? 	<p>The criteria catalogue can be modified / supplemented by the teacher educator according to the education context and the provisional catalogues drawn up in step 2.</p> <p>It is important to keep in mind that teachers often have limited time to prepare, adapt and deliver their lessons</p>

Tasks :

Advice for teacher educators is given below in italics.

Note: To make it easier for instructors to connect the indications 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.

Step 1. Identifying plurilingual repertoires**a- Whole-group introductory discussion (10-15 mn)**

Possible procedure:

- *Start with a reminder (from the participants or yourself) of the key principle of integrated didactic approaches, which is to draw on the languages in the repertoire in order to teach other languages.*
- *Then ask the following questions:*
 - *To what extent do teachers know their pupils' language repertoires?*
 - *What advantages could this knowledge bring, aside from using the languages in learners' repertoires in integrated didactic practice?*
 - *How can we now learn more about the language repertoires of each person in our group? This includes not only the languages themselves, but also mastery of them and the attitudes each person has towards them.*
 - *Etc.*

b- Discovering the "Language Portrait" tool (50-60 ')

1. Distribute the "Language Portrait" worksheet and announce an individual task lasting 15-20'.

2. At the end of this activity, some selected language portraits are presented to the whole for a discussion on the plurilingualism of the participants as well as that of their learners. (approx. 20 minutes).

3. Ask the participants to form pairs. Using the language portraits as a starting point, ask them to come up with two or three examples in which some of the languages present could help to facilitate the learning of certain language features of a target language, and to consider the possibilities of finding integrated didactic approach materials that would enable these ideas to be put into practice (approx. 15').

« Language portrait" tool

Map your languages within the body silhouette, using a different colour for each one. Colour the outlines in a way that conveys the significance your different languages hold for you, as well as the emotions and experiences you associate with them. You can express this through your choice of colours, the size of the surface and by assigning it to specific parts of the body. Then explain your associations by writing down your main ideas in the form of key words.



In pairs, using the language portraits as a starting point, imagine two or three examples in which some of the languages present could help to facilitate the learning of certain features of a target language.
Then discuss the possibilities of finding integrated didactic approach materials to implement these ideas.

Step 2. Finding / selecting integrated didactic approach materials from two databases (FREPA and MIL)

a- First exercise in searching for materials in online databases

Ask participants to form groups of three and explain the instructions

- 1- Starting from the examples you came up with at the end of the first step, choose a concrete learning object (= theme, learning task, main topics to be covered) - 10 mins.
- 2- Find appropriate plurilingual material in one (or both) of the following databases (CARAP: <http://carap.ecml.at/> and MIL: <https://glocal-campus.org/course/view.php?id=49>) that you could use to address the learning object. You should base your selection on a set of specific criteria that you establish (language combination, language feature being addressed, etc.). If necessary, you can draw on activities that do not deal with the same target language and/or the same language combination (25 mins).
- 3- Select the activity that best suits your needs, because at first glance it seems "promising" to you, then by re-visiting and/or expanding your list of criteria (10 mins).

b- Sharing and collective reflection in plenary session

Present to the whole group the learning object you have chosen, the results of your research, the suitability of these findings with respect to your objectives and your context (critical analysis of the material in relation to your needs and the success conditions) and any difficulties you may have encountered during the search for material.

Discuss each person's presentation with the group.

Select the materials to be analysed in greater depth in the next step, using a more comprehensive pre-established catalogue (30 mins).

Step 3. Analysing and adapting didactic materials according to a pre-established catalogue of didactic criteria and the specific context.

a- Examination of the catalogue of didactic criteria provided in the handout (about 15 min)

Distribute the catalogue and invite participants to examine it individually and then discuss any questions they may have about it in plenary.

Catalogue of criteria

Criterion	Specification	Checklist
Languages	What languages are mobilised?	Target language Support language(s)
The targeted language feature(s)	What linguistic element is targeted? (e.g. gender / diphthongs / verb placement / expressing politeness / tense usage in a narrative text, etc.).	
Overall objective	What knowledge or competences CONCERNING THE TARGET LANGUAGE are targeted? In other words: what is the purpose of the activity? If possible, think in terms of knowledge attitudes skills.	

Type of task	<p>What are the learners expected to do with the languages?</p> <ul style="list-style-type: none"> ● Exercises focused on specific linguistic elements ● Reception activities ● Production activities ● Interaction activities ● Mediation activities 	<ul style="list-style-type: none"> ● Metalinguistic reflection exercise/ application of regularities ● Vocabulary exercise / lexical learning (contextualised) ● Reading texts ● Listening to audio texts ● Watching a video / film ● Writing words / sentences / texts ● Oral presentation ● Oral interaction (transaction, service, description) ● Written interaction (email, letter, note, text, etc.) ● Interlinguistic mediation
Plurilingual objectives	<p>What plurilingual knowledge / competences are mobilised?</p> <p>see FREPA if necessary</p> <ul style="list-style-type: none"> ● Knowledge ● Skills ● Attitudes 	
ADAPTATION (depending on the context of use)		
Relevance of the language combination	<p>Consider the choice of support languages in light of the correspondences to be discovered.</p>	
Transposition into my context	<p>What adaptations could be considered for my context?</p>	
Strategies	<p>What learning strategies are necessary to carry out the activity?</p>	

Success indicators	What makes it possible to determine that... a. the task objective has been achieved, b. this is due to the pluralistic approach.	
Opportunities for cooperation	Which steps in the activity could lend themselves to cross-curricular teaching?	

b- Examination, in small groups, of existing didactic materials (about 30 min)

Remind participants of the choices of materials to be analysed made in step 2 and form groups of 3 to 4 participants. Suggest analysing the materials according to the criteria in the catalogue, selecting useful activities, and considering necessary adaptations based on the intended teaching contexts.

c- Collective discussion about adapting the material to one's own context (about 15 min)

To initiate the discussion, invite a few groups to give a brief presentation of the adaptations they have envisioned and ask all participants how such adaptations could be carried out and what challenges they anticipate.