



Reflection as a means of cultivating a pluralistic approach to teaching and learning

Reflective tool for teachers

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N.B. This reflective tool is aimed at teachers who would like to reflect on their teaching they do that is inspired by pluralistic approaches and may eventually to trigger action research.

There are two sections in this tool: 'reflection in action' and 'reflection on action'. You are invited to comment on statements by explaining how and why they relate to your own teaching. In the 'reflection on action' section please try to respond to the prompts by providing as much detail as you can. The tool should promote awareness and encourage you to critically analyse your own teaching in relation to pluralistic approaches as well as support you in identifying changes in your beliefs and your teaching that are appropriate for your learners and contexts.

Once you have completed your reflection and noticed areas for improvement, you could take a look at the document on action research designed by the ECML <https://www.ecml.at/Portals/1/5MTP/ARC/checklist-actionresearch-EN.pdf> , which may guide your research.

SECTION 1: REFLECTION IN ACTION

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

i)	General attitude towards learners' languages and cultures	Your response	Other things I could do?
i1	I always conduct a needs analysis survey to explore learners' linguistic and cultural repertoires (through surveys, brochures, games etc.)		
i2	I share personal information regarding my linguistic and cultural background, and I encourage learners to share as well.		
i3	I consider the prior knowledge and experience of learners 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 teaching other subjects		
i4	I explore the appropriate use of translanguaging in my classroom to address learners' linguistic backgrounds and aid the learning process (I decide on the extent of L1 use, or clarify subject-specific language, etc).		

i5	My learners have the opportunity to express themselves in class in their first languages		
i6	I invite learners to express ideas in their first languages and to help each other to express them in the language of schooling		

ii)	Communication and teaching based on a plurilingual/ pluricultural perspective	Your response	Other things I could do?
ii1	At the start of a lesson or topic, I find out what learners already know about it and what related language they are already familiar with.		
ii2	I make sure I understand the language and learning needs of all learners in my class.		
ii3	I use visuals and audio materials (flashcards, photos, video, drawings, songs etc.) to introduce new topics as well as graphics (mind maps, tables, charts and diagrams) and games to support all learners' language learning in my subject.		
ii4	I ask learners to share their personal experiences, and I comment on and respond to them positively.		
ii5	I do pair work, group work, project work, use dramatization and games etc to motivate learners when using materials that promote pluralistic approaches.		

iii)	Meaningful learner engagement with content	Your response	Other things I could do?
iii1	I share goals/objectives/expected outcomes at the beginning of each lesson.		
iii2	I explore a variety of language learning strategies with my learners to promote their language development.		
iii3	I provide authentic listening/reading as well as speaking/writing prompts for my learners and make sure I include prompts they can relate to.		
iii4	I use multimodality through digital tools like Padlet, lino, Google, Google docs, Google forms etc. to explore learners' linguistic and cultural repertoires and/or to engage them in tasks that promote pluralistic approaches.		
iii5	I use a variety of pluralistic approaches to assess both the content knowledge and language competences of my learners		

iv)	Feed forward and feedback	Your response	Other things I could do?
iv1	I notice when learners have difficulties with the content due to language barriers and respond promptly to their needs.		
iv2	I am aware that the language I use when explaining key words and concepts can have an impact on the learners' understanding of my subject and the development of their competences in the language of schooling.		
iv3	I give language- and content- specific constructive feedback by using simple, clear language both orally and in writing so they can improve their linguistic repertoires.		
iv4	I routinely differentiate tasks for learners who are developing their language skills.		
iv5	I encourage learners to use self and peer correction.		
v)	Questioning and listening to learners	Your response	Other things I could do?
v1	I take into consideration learners' opinions about lesson activities, materials and assignments and refer to what they said earlier i.e. I develop activities based on learners' own output and interactions.		
v2	I encourage learners to think of questions about their learning or to ask their friends for help when formulating questions, and I build on their questions in my lessons.		
v3	I encourage learners to share any anecdotes (personal experiences) that can be related to the content of the lesson.		

This is the end of Section 1. Please continue with Section 2 below.

SECTION 2: REFLECTION ON ACTION

Please respond to the questions you find relevant. Try to provide as much detail as possible.

1. What techniques do you use to explore the cultural background of your learners? What techniques do you use to find out about the linguistic repertoire of your learners?
2. How do you think your approach to teaching has contributed to the development of your learners' learning strategies? In your experience, how can one best help your learners make use of their linguistic repertoires successfully?
3. Are there any specific questions related to pluralistic approaches in your teaching that you would like to research? What is/are your question(s)?
4. What specific interventions do you feel you need to plan to put into practice pluralistic approaches in a way that is appropriate for your learners? In your experience, what could help you to put these approaches into practice?

If you wish to develop a plan you may be able to use some of the sequences of tasks designed by the ECML team via the following link: [Developing teacher competences for pluralistic approaches](#)