



Developing teacher competences for pluralistic approaches

Tools for teacher education

May 2021





Pluralistic approaches

They provide a constructive response to **the challenges of our societies**

- by showing how **plurilingualism can be a resource** for the education of all
- and by paving the way for **more diverse and effective language learning.**





Pluralistic approaches

They encompass the various approaches also grouped under the term '**Plurilingual teaching**', and are intended both for

- learners who already have a diversified linguistic and cultural repertoire and whose inclusion in a new environment is aimed at
- learners with a repertoire that one aims to enrich.





Pluralistic approaches to languages and cultures

- Are based on teaching-learning activities that involve several varieties of languages or cultures
 - They can be grouped under 4 main approaches
 - *awakening to languages*
 - *intercomprehension between languages*
 - *integrated language teaching*
 - *intercultural education*
- (cf. carap.ecml.at)





Pluralistic approaches to languages and cultures

They do not replace existing language teaching approaches.

- **They make them more effective**
 - synergies between the teaching of various languages
 - synergies between this teaching and the competences acquired outside school
 - cf. the CEFR's conception of plurilingual and pluricultural competence.
- **They enrich them** by reinforcing the overall educational dimension of language teaching
- In short, they make a decisive and concrete contribution to the various dimensions of plurilingual and intercultural education.

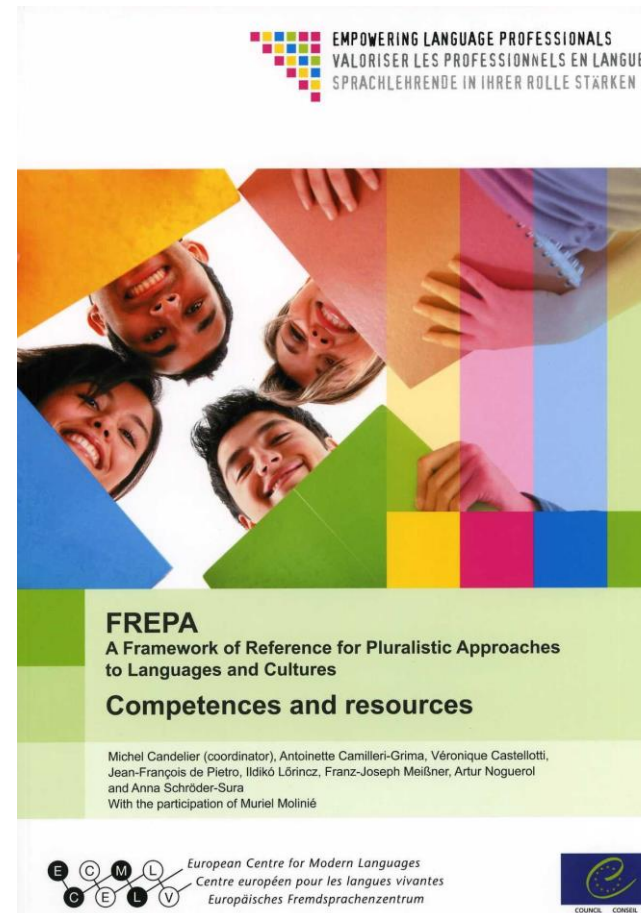




Developing teacher competences for pluralistic approaches Développer des compétences enseignantes pour les approches plurielles

The [FREPA](#) presents the competences and resources that can be developed by pluralistic approaches.

It focuses on learners' competences.



carap.ecml.at



Inspiring innovation in language education:
changing contexts, evolving competences
Inspirer l'innovation dans l'éducation aux langues :
contextes changeants, compétences en évolution

www.ecml.at





Teacher competences for pluralistic approaches

What specific competences are needed to make use of pluralistic approaches in teaching?

How can they be developed?

- ❖ One of the aims of [Developing teacher competences for pluralistic approaches](#) is to identify them.
- ❖ The other aim is to offer materials to develop these competences in teacher education.





Teacher competences for pluralistic approaches

The **specific teaching competences** for working with pluralistic approaches that we identify ...



... are organised in relation to the dimensions of the ECML project [A guide to teacher competences for languages in education](#), which describes the different dimensions of competences linked to the role of language and languages in education.



Teacher competences
for languages in education:
Conclusions of the project

Lukas Bleichenbacher
(coordinator)
Francis Goullier
Richard Rossner
Anna Schröder Sura

with the cooperation of
Ana-Isabel Andrade
Michel Candelier
Maddalena de Carlo
Catherine Diederich
Wilfrid Kuster
Helmut-Johannes Volmer





Teacher competences for languages in education – 8 dimensions



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Our work in progress...





Specific teacher competences for pluralistic approaches – dimension 1 (extracts)

A competence...

Competence to reflect on one's own representations and attitudes regarding linguistic and cultural diversity and plurilingual and intercultural education

and values and principles regarding...

diversity

education

society

work with pluralistic approaches

**Dimension 1
Attachment
to values and
principles**

Our additions

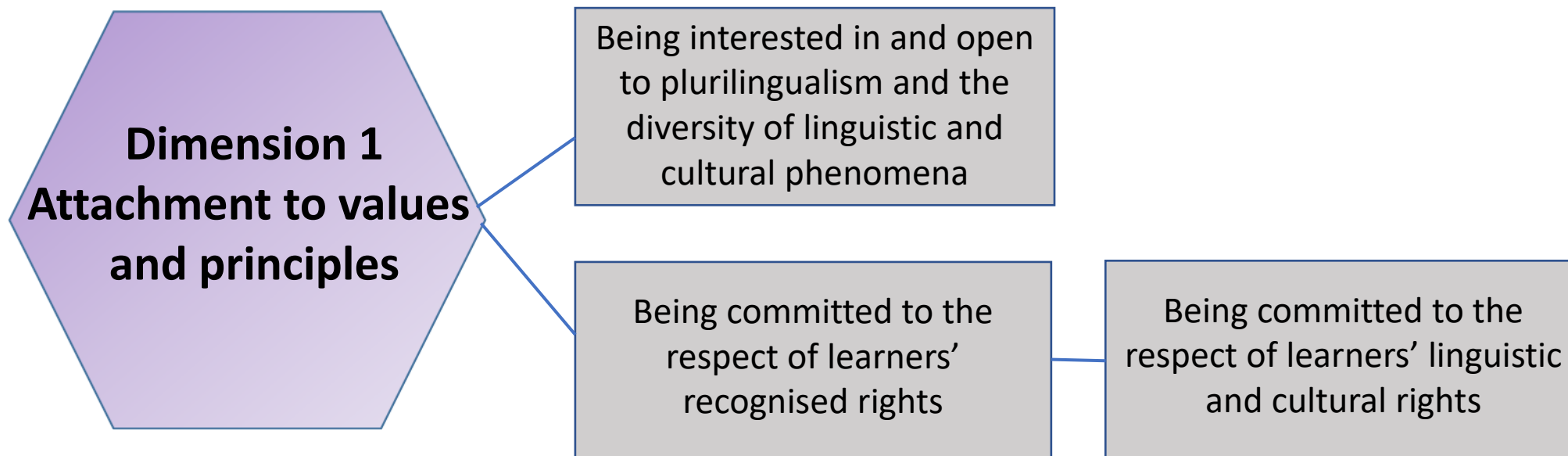




Specific teacher competences for pluralistic approaches – dimension 1 (extracts)

An example:

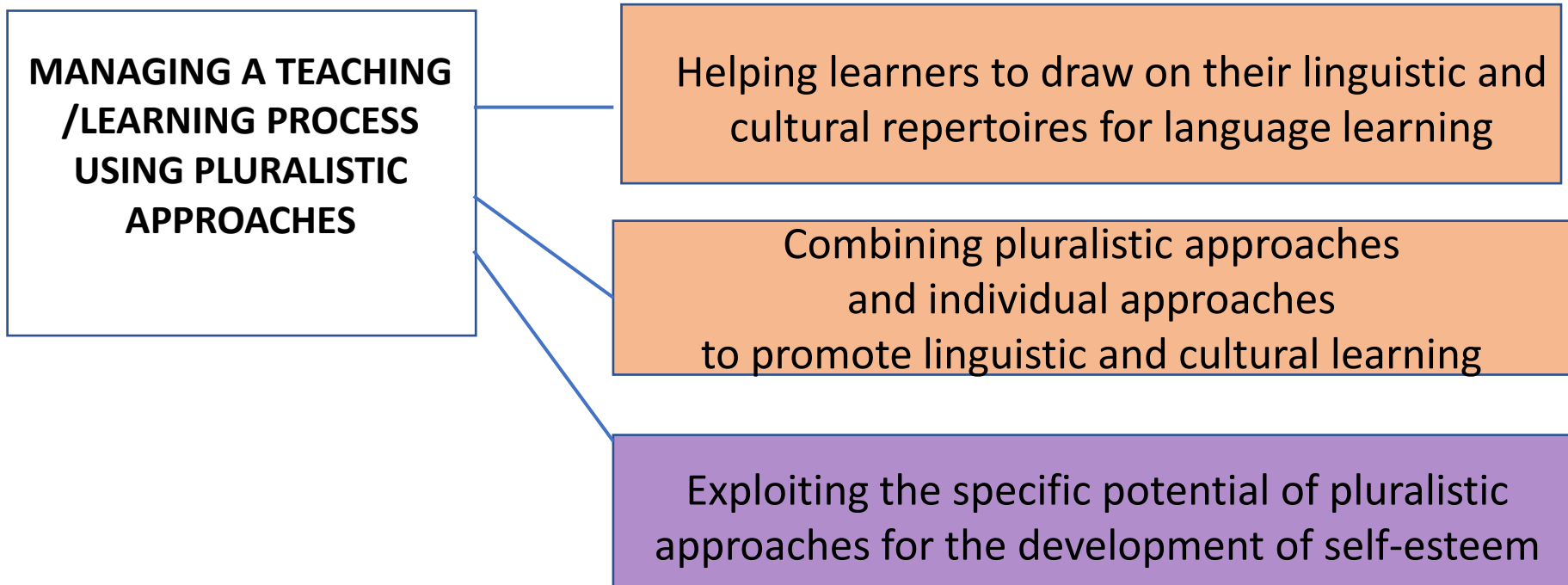
Values and principles regarding **diversity**





Specific teacher competences for pluralistic approaches

Extracts from
dimension 5 :
Teaching
competences





Developing teacher competences for pluralistic approaches – **materials for teacher education**

Our materials are composed of:

- ❖ **Sequences of tasks** to be used for teacher education
- ❖ Documents offering **information and suggestions** to facilitate their use and/or adaptation by **teacher educators**
- ❖ **Scenarios** aiming to facilitate the adaptation of the proposed pathway or the creation of different ones



Each unit focuses on **the development of one of the listed competences.**

The tasks proposed also enable the development of **other related competences.**





Sequences of tasks – extracts – examples of tasks

Extract from a sequence of tasks focusing on the competence
***“Helping learners to build informed representations
of linguistic and cultural diversity”*** (dimension 5)

In the first part of this unit, through various tasks, participants have:

- exchanged on their own representations of languages
- developed their ability to identify representations of languages in various texts and in learners’ discourses

Work is then carried out on how to address these questions with learners...





Sequences of tasks – extracts – examples of tasks

4. Below are six extracts from the language biographies of Romanian learners aged 12-14. They refer in particular to the subjects' mother tongue. Choose three of these extracts and, in groups of three:

- a. Say why you have chosen these three extracts and left out the others**
- b. Formulate four-five questions you would ask about them:**
 - a) in a teacher education course**
 - b) in a classroom with learners.**

Discuss the questions you formulated and their possible implications for didactic communication (potential for conflict, opening up to issues of overgeneralization, ways of counteracting these phenomena in the classroom, etc.).





Sequences of tasks – examples of information and suggestions for teacher educators

The materials are accompanied by **guidelines for teacher educators** to facilitate their use.

Here is an extract from the materials for the development of ***the competence to reflect on one's own representations and attitudes regarding linguistic and cultural diversity and plurilingual and intercultural education*** (dimension 1):

Beforehand

- If necessary, do activities 1 and 2 of the unit on representations
- If participants need more information on "plurilingual and intercultural education" they can refer to the glossary
- If participants need more information on plurilingual approaches, they can refer to the ECML documents on the [FREPA website](#)





Scenarios

Each sequence of tasks is accompanied by a **scenario**, which has a double function:

- ❖ Provide an **overview** of the proposed tasks
- ❖ Offer **alternatives**, open up the possibility of other pathways that the teacher educator might want to create according to the characteristics of his or her audience (age of the learners, participants' knowledge of pluralistic approaches, particular context, curriculum, ...); suggestions for alternative pathways are provided.



An example...





Scenario – Extract from the scenario for the same sequence of tasks (dimension 1)

Provides a quick overview of the different Steps of the proposed sequence...

... and suggestions for other pathways.

Step 2	Facilitating commitment to certain values concerning the way in which schools deal with learners' diverse linguistic and cultural backgrounds	1- (Independent or guided) reading of texts related to learners' (global / linguistic (and cultural)) rights 2- Reflection in groups: comparing everyday life experience with these texts - alternative 1: free comparison - alternative 2: based on a table to be filled in	<i>Alternative:</i> Start by giving the four points proposed in the document: dignity - freedom - equality and non-discrimination - identity and ask the participants to agree on what this means for them as far as languages are concerned. Then read the texts.
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To summarise our ongoing work...





A framework of competences

For the development of certain competences in teacher education, **sequences of tasks** corresponding to **scenarios**

Users can draw on the scenarios to **create new sequences of tasks**, by adapting or replacing the proposed tasks and changing their order

