FREPA (Framework of Reference for Pluralistic Approaches to Languages and Cultures): A Set of Instruments to Develop Plurilingual and Intercultural Competences
Objectives:

- to discover pluralistic approaches as learners by using teaching materials from the *FREPA database*
- to explore the FREPA-reference document: *FREPA – competences and resources*
- to reflect on the FREPA tools’ relevance in your context
- to explore the Maltese FREPA-Country Page and Maltese teaching material
The plurilingual mouse

This is the story of a mouse in two different languages. Try to identify the languages, and try to translate the story into English.

<table>
<thead>
<tr>
<th>The story of a mouse</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Musegschicht</td>
<td></td>
</tr>
</tbody>
</table>

Step 1

A brief activity
The plurilingual mouse
(YOU are the learners !)

Have a look at the keys !!!

This is the story of a mouse in two different languages.
Try to identify the languages, and to translate the story into English.

<table>
<thead>
<tr>
<th>The story of a mouse</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Museseschicht (Swiss German)</td>
<td>The story of a mouse</td>
</tr>
<tr>
<td>A mouse was walking around the house with her young. All of a sudden, they heard a cat. The baby mouse was very frightened. The cat was coming closer. The mother mouse said to her baby : « Don't be afraid. Listen! » And to the young mouse's greatest surprise, she started barking : « Woof, woof, woof! » Now, it was the cat's turn to be scared, and it ran off… The mother turned to her baby and said : « See how useful it is to be bilingual! »</td>
<td></td>
</tr>
</tbody>
</table>

Una historia de ratones (Spanish)

Un ratón se pasea por la casa con su ratoncillo. De repente, oyen a un gato. El ratoncillo tiene mucho miedo. El gato se acerca. La mamá dice a su ratoncillo : « ¡No tengas miedo y escucha! » Y, delante de su sorprendido pequeño se pone a ladrar : « Guau guau, guau guau… » El gato aterrorizado se marcha enseguida corriendo. La mamá dice a su ratoncillo : « ¡Has visto lo útil que es ser bilingüe! »
A brief activity
The plurilingual mouse
(YOU are the learners !)

How did you proceed in order to understand the story? (pair work)

I have stated that …

And also that…

We have seen that…
Of course! We have tried to establish links between languages!

Exactly!

A brief activity
The plurilingual mouse
(YOU are the learners!)

Step 1
Think of it individually during 2 minutes. Write down your ideas.

Before continuing, still a little question: What kind of knowledge / attitudes / skills can be developed by a learner through this activity?
We have seen that when confronted with a new language, we refer to the languages we already know...

Of course! We have tried to establish links between languages!
We have seen that when confronted with a new language, we refer to the languages we already know.

Referring to the *plurilingual and pluricultural competence*:

“a given individual does not have a collection of distinct and separate competences to communicate depending on the languages he/she knows, but rather a plurilingual and pluricultural competence encompassing the full range of the languages available to him/her”. (p. 168)
This conception relies on psycholinguistic research work carried out on language acquisition in the last decades.

Psycholinguists agree about the existence of ONE system ...

... the views of psycholinguists may differ concerning the existence of “separate systems” within this global plurilingual competence.
For other people speaking French (and many other learners!) one of the difficulties in Japanese is to put the verb at the end of the sentence.

I don't have this problem. Why?
In German too, in dependant clauses, the verb is at the end!
Pluralistic approaches to languages and cultures

Step 3

If this competence is global... then language teaching should help students to build bridges between languages / cultures they know or learn.
But how can we link different languages to one another in teaching? Are there any approaches which try to put this into practice?
One can distinguish two kinds of teaching approaches:

• **Pluralistic approaches to languages and cultures**, referring to didactic approaches which use teaching / learning activities involving several (i.e. more than one) varieties of languages or cultures;

• Approaches which might be called “**singular**” in which the didactic approach takes account of only one language or a particular culture, and deals with it in isolation.
A basic principle of any learning: Pluralistic approaches help learners to establish links with what they already know and already can do.

Hereby pluralistic approaches contribute to the teaching and learning of specific languages.

They do by no means replace classes for French, Italian, German, English, etc.

Investigating links between languages at appropriate phases and regularly.
Pluralistic approaches to languages and cultures
Four pluralistic approaches

Awakening to languages / Eveil aux langues

...resulting from recent developments of language teaching methodology
It is…
an approach in which learning activities are concerned with languages having all kinds of status…

including languages which the school doesn't intend to teach …

among which home languages of allophone pupils may also find their place …

Awakening to languages / Eveil aux langues
Awakening to languages / Eveil aux langues

It is... an approach in which learning activities are concerned with languages having all kinds of status... including languages which the school doesn’t intend to teach ...

This is what we did with the plurilingual mouse!
**Le Petit Chaperon rouge**

**Diversité et régularité d’un conte**

Domaine concerné
Les régularités dans la langue.

*Langues proposées*
Allemand, anglais, breton, chinois, finnois, français, hongrois, islandais, italien, polonais, portugais, russe.

*Organisation*
Trois séances de 45 minutes à 1 heure.

**Red Riding Hood**

German, English, Breton, Chinese, Finnish, French, Hungarian, Icelandic, Italian, Polish, Portuguese, Russian.

Research task: Title in Chinese

Identifying, locating, selecting

Find the word “red”
Find the word “little”

Little red Ridinghood
Integrated didactic approach

- It is directed towards helping learners establish links between all languages studied within the school curriculum.
- Based on a general principle underlying every learning process: relying on what is known to deal with what is less known ... not forgetting the feedback effects of such synergies.
22 Modalverben im Satz
Phrases with modal verbs

Ü 1 Vergleichen Sie Sätze mit und ohne Modalverben in beiden Sprachen.
Übersetzen Sie sie in die Muttersprache.

<table>
<thead>
<tr>
<th>Englisch</th>
<th>Deutsch</th>
<th>Ihre Muttersprache</th>
</tr>
</thead>
<tbody>
<tr>
<td>I really must go now.</td>
<td>Ich muss jetzt aber wirklich gehen.</td>
<td></td>
</tr>
<tr>
<td>He can speak Russian fluently.</td>
<td>Er kann fließend Russisch sprechen.</td>
<td></td>
</tr>
<tr>
<td>May I go home now, please?</td>
<td>Darf ich jetzt bitte nach Hause gehen?</td>
<td></td>
</tr>
<tr>
<td>She started to read the text.</td>
<td>Sie fing an den Text zu lesen.</td>
<td></td>
</tr>
<tr>
<td>He forgot to open the letter.</td>
<td>Er vergaß den Brief zu öffnen.</td>
<td></td>
</tr>
<tr>
<td>I hope to see you soon.</td>
<td>Ich hoffe dich bald wieder zu sehen.</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 1: Compare sentences with and without modal verbs in both languages. Translate them into your mother tongue.

Ü 2 Vergleichen Sie Ihre Muttersprache mit Englisch und Deutsch.

1) Gibt es in Ihrer Sprache Modalverben?
2) Verwendet man Modalverben mit Infinitiv?
3) Gibt es in Ihrer Sprache „Verb+'zu’/’to'+Verb“?
4) ...

Exercise 2: Compare your mother tongue with English and German.
1) Are there modal verbs in your mother tongue?
2) Do you use modal verbs with infinitive?
3) Is there “Verb+'zu’/’to'+Verb” in your language?
Ü 3  Wo steht das Modalverb? Wo steht das Verb? Schreiben Sie die Sätze Nr. 3 ebenso wie Nr. 1 und 2.

1  He can play guitar.  Er kann Gitarre spielen.

2  May I have your pencil?  Kann ich deinen Bleistift haben?

3  I must write this letter in Spanish.  Ich muss diesen Brief auf Spanisch schreiben.

Ü 4  Formulieren Sie die Regel zum Satzbau mit Modalverben im Deutschen.

Exercise 3: Where is the modal verb located? Where is the verb? Write down the sentences of nr. 3, also nr. 1 and 2.

Ü 5  Schreiben Sie die Wörter in der richtigen Reihenfolge.

a) wieder · im Chor · Ich · singen · will
   Ich will wieder im Chor singen.

b) parken · Man · keine Autos · hier · darf

c) muss · Dein Freund · schlafen · auf der Couch

d) · präsentieren · uns · Sie · Können · Ihr Projekt
Pluralistic approaches to languages and cultures

It entails the comparative study and learning of two or more languages from one and the same family (Romance, Germanic, Slavonic languages, etc).

Intercomprehension between related languages

The aim is first and foremost to develop written or oral comprehension skills.
An example of intercomprehension between romance languages: *Non perdere la bussola*
Pluralistic approaches to languages and cultures
Four pluralistic approaches

Awakening to languages / Eveil aux langues

Integrated didactic approach

Intercomprehension between related languages

And also of course … the intercultural approach
Communicative competence

Integrated didactic approach

Global metalinguistic abilities
Receptiveness towards diversity

2, 3 … languages
Communicative competence

Global metalinguistic abilities
Receptiveness towards diversity

Intercomprehension between related languages

3, 4, 5 … languages
Global metalinguistic abilities
Receptiveness towards diversity

Communicative competence

Awakening to languages

(indirectly, through developing learning abilities)

20, 30 ... languages
All pluralistic approaches have in common one characteristic: they include more than one language / culture during classroom activities.

This kind of tasks lead students to develop knowledge, attitudes and skills which other approaches cannot lead them to develop (to the same degree).

For instance:…
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knows that each language has its own, partly specific, way of \perceiving / organising \reality</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Positive acceptance °°of °linguistic / cultural° diversity / of others / of what is different°°</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Can use knowledge and skills already mastered in one language in activities of °comprehension / production° in another language</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Knows that one can have a °multiple / plural / composite° identity</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Curiosity about a °multilingual / multicultural° environment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Can compare different cultural practices</strong></td>
<td></td>
</tr>
<tr>
<td>K 6.2</td>
<td>Knows that each language has its own, partly specific, way of <em>perceiving / organising</em> reality</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>A 4</td>
<td>Positive acceptance <em>of</em> <em>linguistic / cultural</em> diversity <em>of others / of what is different</em></td>
</tr>
<tr>
<td>S 5</td>
<td>Can use knowledge and skills already mastered in one language in activities of <em>comprehension / production</em> in another language</td>
</tr>
<tr>
<td>K 14.3</td>
<td>Knows that one can have a <em>multiple / plural / composite</em> identity</td>
</tr>
<tr>
<td>A 3.1</td>
<td>Curiosity about a <em>multilingual / multicultural</em> environment</td>
</tr>
<tr>
<td>S 3.10.4</td>
<td>Can compare different cultural practices</td>
</tr>
</tbody>
</table>

The Framework of Reference for Pluralistic Approaches to Languages and Cultures
A brief activity
The plurilingual mouse
(YOU are the learners!)

Before continuing, still a little question: What kind of knowledge, attitudes, and skills can be developed by a learner through this activity?

May be you find there some of the knowledge, attitudes and skills you had imagined earlier after having made the activity The plurilingual mouse?
Have a look at our website!
The lists of knowledge, attitudes and skills are there …

A Framework of Reference for Pluralistic Approaches to Languages and Cultures
La souris multilingue

Short description
The activity wants to sensitize the learner for foreign languages. The story is available in ten different languages. The learner gets the story in at least two languages which he does not know. Then he is requested to find hints to relate the text with the correct language.

Level of instruction
Secondary 1

CARAP Descriptors

<table>
<thead>
<tr>
<th>A 1.1</th>
<th>K 4.1</th>
<th>S 1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 2.3</td>
<td>K 5.6.1.2</td>
<td>S 1.2.1</td>
</tr>
<tr>
<td>A 2.5</td>
<td>K 6</td>
<td>S 1.3.1</td>
</tr>
<tr>
<td>A 3.2.1</td>
<td>K 6.6</td>
<td>S 1.4.3</td>
</tr>
<tr>
<td>A 7.5</td>
<td></td>
<td>S 2.5</td>
</tr>
<tr>
<td>A 15.1</td>
<td></td>
<td>S 3.1</td>
</tr>
<tr>
<td>A 18.1</td>
<td></td>
<td>S 3.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S 3.5</td>
</tr>
</tbody>
</table>
But why “Competences” and “Resources”? Isn’t it the same?
Theoretical framework chosen by the FREPA authors:

- Competences...

  • Are linked to situations, to socially relevant tasks;
  
  • Are units of a certain complexity;

• call upon a variety of **Resources** which may be internal (knowledge, attitudes and skills) or external (dictionaries, other persons...)


Learning to learn: a transversal dimension

- **Learning to Learn**
  - Knows that one never completely knows a language / that there are always things one does not know / that there is always room for improvement
  - Knows that one can rely on the (structural / discursive / pragmatic) similarities between languages in order to learn languages

- **Learning to Learn**
  - Motivation for the observation and analysis of more or less unfamiliar °linguistic / cultural° phenomena
  - Confidence in one’s capacities °of observation / of analysis° of little known or unknown languages

- **Learning to Learn**
  - Can identify languages on the basis of identification of linguistic forms
  - Can gain from previously acquired knowledge about languages and cultures during learning
Development of competences and relations between the resources

Competences which should be activated

Knowledge
Skills
Attitudes

Learning to learn

Schema:
Martinez 2012
At what stage of schooling should the resources be trained?

<table>
<thead>
<tr>
<th>Preprimary</th>
<th>Primary 1</th>
<th>Primary 2</th>
<th>Secondary 1</th>
<th>Secondary 2</th>
</tr>
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<tbody>
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<td></td>
<td></td>
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**K 4.1**

Knows that languages are linked between themselves by so-called “kinship” relationships / knows that languages belong to families

**K 4.1.1**

The tables of descriptors across the curriculum give an approximate indication of their relevance at different phases of the curriculum.
The FREPA- descriptors

✓ to describe plurilingual and intercultural competences
✓ to define learning objectives
✓ to develop curricula within the field
✓ to find teaching materials in the FREPA database
✓ to design teaching materials
Sorry, but, **what can we do**, once we have discovered resources we find relevant for our learners among the FREPA descriptors? We need teaching materials which enable us to help them to develop these resources!
Let’s imagine you are interested in the descriptor S 3.1 *Can apply procedures for making comparisons* … For children by the end of primary school.

You select S- … then S 3 … then S 3.1

Don’t forget the school level!
You have selected the following search criteria:

**Descriptor:** S 3.1
Can apply procedures for making comparisons

**Level:** Primary 2

**Found:** 23 materials

The interface indicates that there exists **23 materials** which match your choices. For sure, there will be more of them when you use it!

You can therefore eventually add another criterium! For example materials written in English.

**Pluralistic approach:**
(All)

**Language of instruction used in the materials:**
English
And why not a thematic domain, like animals?

You may also ask for one specific pluralistic approach… For example only materials corresponding to Awakening to languages…
Under the selection interface a list of teaching materials appears, which are presented very briefly.

If you click on “View details” for the card you are interested in…
... a more detailed card will appear, with many indications, such as....

The resources which can in our opinion be developed by this material.

A more detailed summary.

The type of approach and of materials used.

The origin of the material.

And a link for downloading. Click!

If you cannot open it, copy this link:
http://carap.ecml.at/LinkClick.aspx?fileticket=4pirTyFFRsE%3d&tabid=3063&language=fr-FR

Animals speech in human languages

Short description
The Students have to reflect upon the diversity of phonetic systems which exist in different languages. This is done through the recognition and interpretation of several animal sounds produced by speakers of the students' native language and by foreign speakers in various languages. In this connection, the students get familiarized with the concept of onomatopoeia.

Level of instruction
Primary 2

Themes
animals, Language families, phoneme/phonetics

Languages
English, Polish

CARAP Descriptors

| A 2.2.1.1 | K 1.2.1 |
| A 4.1 | K 1.3 |
| A 4.2 | K 1.3.1 |
| A 4.3.1 | K 1.5 |
| A 12.3 | K 3.1.1 |
| A 12.4 | K 5.2 |
| S 1.2.1 | S 3.1 |
| S 1.3 | S 3.2 |
| S 2.1 | S 3.3 |
| S 2.2 | S 7.7.4 |

Description
The Students have to reflect upon the diversity of phonetic systems which exist in different languages. This is done through the recognition and interpretation of several animal sounds produced by speakers of the students' native language and by foreign speakers in various languages. In this connection, the students get familiarized with the concept of onomatopoeia.

In a first step, the students imitate animal sounds in their native language and learn about the difference between an animal's voice and its imitation. In the next step, the students imitate animal voices in various languages and tell the difference between them and onomatopoea.

In tasks 3 to 6 they recognize similar onomatopoeic transcriptions produced in different languages and animal sound and identify the animals they belong to. Furthermore, the students compare onomatopoeic renderings of various languages and become aware of differences and similarities according to the phonetic system of each language. They find out that there are different onomatopoeic transcriptions in one language spoken in various countries.

Finally, the students advance hypothesis about language similarities by comparing.

Approach: Awakening to languages

Type of material: Iconic documents, sounds

Source:

ANIMALS SPEECH IN HUMAN LANGUAGES (English)
Step 6

The added value of FREPA...

... compared with other instruments developed by the Council of Europe...

... or to the benefit of other instruments developed by the Council of Europe!

The FREPA-tools:

FREPA – competences and resources
FREPA – tables of descriptors accross the curriculum
FREPA – online teaching materials
FREPA – online training kit
The Common European Framework of Reference for Languages (CEFR):
- argues that a given individual has “a plurilingual and pluricultural competence encompassing the full range of the languages available to him/her”
- suggests that “considerations and measures relating to curricula [...] should also be approached in terms of their role in a general language education, in which linguistic knowledge (savoir) and skills (savoir-faire), along with the ability to learn (savoir-apprendre), play not only a specific role in a given language but also a transversal or transferable role across languages.”

But the descriptors provided by the CEFR are dealing with abilities in ONE language, taken in isolation......

The FREPA gives a precise description of the knowledge, attitudes and skills which correspond to a general language education, which are transversal and transferable.

FREPA complements the CEFR!
The relevance of Pluralistic approaches and FREPA tools in Malta
This country page offers an overview about developments in Malta and documents available in Maltese.

Informations and materials in ENGLISH

Qafas ta' Referenza għall-Metodologiġji Plurali (QREMP) għal-Lingwi u l-Kulturi ġewwa Malta

Din il-paġna taghtti daqqa t'ghajn lejn xi progressi li saru f'Malta u l-materjal li huwa possibbli ssib bil-Malti jew bl-Ingliż.

Daqqa t'ghajn lejn il-QREMP:


X'inhuma l-metodologiżji plurali? Il-metodologiżji plurali għal-lingwi u l-kulturi huma metodologiżji didattiki li jinvolvu l-użu ta' bosta (jew għallinqas aktar minn wahda) lingwi u kulturi fl-istess hin waqt il-proċess tat-tagħlim...Aktar...