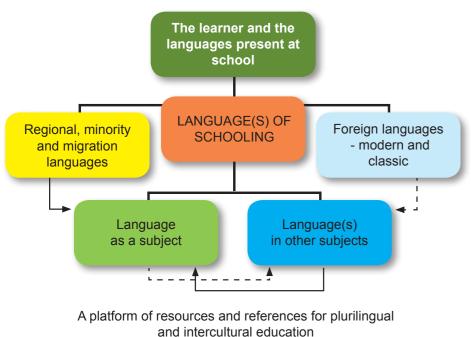# CARAP - FREPA

A new tool offered by the Council of Europe

Created as a tool which aims to establish the affinities between languages and language varieties that a learner knows or is learning, the CARAP - FREPA is entirely in line with the overall vision of the languages in education and languages for education which the Council of Europe seeks to promote:

LANGUAGES IN EDUCATION / LANGUAGES FOR EDUCATION

- **The learner and the languages present at school**
  - LANGUAGE(S) OF SCHOOLING
  - Regional, minority and migration languages
  - Foreign languages - modern and classic
  - Language as a subject
  - Language(s) in other subjects

A platform of resources and references for plurilingual and intercultural education
http://www.coe.int/lang

Given its original contribution, the *Framework of Reference for Pluralistic Approaches to Languages and Cultures* is a complement to other instruments such as the *Common European Framework of Reference for Languages*, the *European Language Portfolio*, the *Guide for the development of language education policies in Europe* (Council of Europe, 2007) and the *Guide for the development and implementation of curricula for plurilingual and intercultural education* (Council of Europe, 2010).

About pluralistic approaches

The term pluralistic approaches to languages and cultures refers to didactic approaches which use teaching / learning activities involving several (i.e. more than one) varieties of languages or cultures:

- awakening to languages
- intercomprehension of related languages
- intercultural approach
- integrated didactic approach to different languages studied

Pluralistic approaches are necessary to the development of knowledge, attitudes and skills which compose plurilingual and intercultural competence.

About CARAP - FREPA

This framework of reference:

- systematically lists the resources and competences that pluralistic approaches can develop;
- also provides the teaching materials which relate to these approaches;
- presents itself as an important support for the development of a plurilingual and intercultural education.

CARAP - FREPA components

1. FREPA – Competences and resources
A systematic presentation of competences and resources (knowledge, attitudes, skills) which can be developed by pluralistic approaches

2. FREPA – Tables of descriptors across the curriculum
An online graphical presentation with hypertext

3. FREPA – Online teaching materials
A bank of teaching materials aiming to develop intercultural and plurilingual competences for all levels of learning

4. FREPA – A training kit
For use in initial and in-service teacher training

As well as

An introduction for users

Materials available on http://carap.ecml.at in English and French, as well as partially in German, Spanish and Hungarian

EMPOWERING LANGUAGE PROFESSIONALS
VALORISER LES PROFESSIONNELS EN LANGUES

C A R A P

A Framework of Reference for Pluralistic Approaches to Languages and Cultures

F R E P A

M. Candelier, J. -F. de Pietro, R. Facciol, I. Lőrincz, X. Pascual, with the collaboration of A. Schröder-Sura

http://carap.ecml.at

EUROPEAN CENTRE FOR MODERN LANGUAGES
ECML
CELV
CENTRE EUROPEEN POUR LES LANGUES VIVANTES

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

EUROPEAN CENTRE FOR MODERN LANGUAGES
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COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

Pluralistic approaches to languages and cultures

The pluralistic approaches

- awakening to languages
- intercomprehension of related languages
- intercultural approach
- integrated didactic approach to different languages studied

are based on discarding the "compartmentalised" view of the individual's linguistic and cultural competence(s).

This rejection is a logical consequence of the way in which plurilingual and pluricultural (or intercultural) competence is represented by the Common European Framework of Reference. This competence is not a collection of distinct and separate competences but a plurilingual and pluricultural competence encompassing the full range of the languages available to the individual.

The pluralistic approaches constitute the essential link between all didactic attempts which seek to facilitate the continuous development and enrichment of individual learners' plurilingual and pluricultural competence. With this development in mind, these approaches take into account all the existing competences, present within or outside the educational environment.

As far as educational goals are concerned, these approaches represent a decisive tool for the development of what the *Guide for the development of language education policies in Europe* calls education for plurilingualism.

For which users?

For TEACHERS
FREPA – Online teaching materials (see component 3 to the right)

For TEACHER TRAINERS and TEACHERS TRAINING AUTONOMOUSLY
FREPA – A training kit (see component 4 to the right)

For MATERIALS DESIGNERS
FREPA – Competences and resources (see component 1 to the right)
FREPA – Online teaching materials (see component 3 to the right)

For DECISION MAKERS
FREPA – Competences and resources (see component 1 to the right)

For ALL AND SUNDRY
FREPA – An introduction for users (see below)

FREPA – An introduction for users 📖 www

This brochure is guiding users to the characteristics of CARAP – FREPA with the aim of enriching teaching programmes with a plurilingual and intercultural education, designing integrated linguistic curricula, using CARAP in the classroom etc.

CARAP - FREPA Components
http://carap.ecml.at

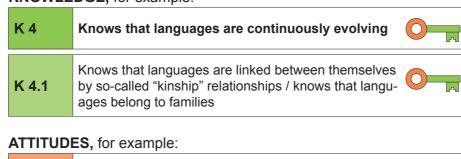## 1. FREPA - Competences and resources 📖 www

This systematic presentation of competences and resources (knowledge, attitudes, skills) which can be developed by pluralistic approaches describes essentially two levels of competences:

- The competence to manage linguistic and cultural communication within a context of otherness
- The competence of constructing and developing a pluralistic repertoire of languages and cultures

The resources (knowledge, attitudes, skills) which these competences mobilise are presented in the following way:

KNOWLEDGE, for example:

K 4	Knows that languages are continuously evolving	🔑
K 4.1	Knows that languages are linked between themselves by so-called "kinship" relationships / knows that languages belong to families	🔑

ATTITUDES, for example:

A 2.2	Sensitivity to linguistic / cultural differences	🔑
A 2.2.1	Being aware of different aspects of language / culture which may vary from language to language / from culture to culture	🔑

SKILLS, for example :

S 3.4	Can perceive lexical proximity	🔑
S 3.4.1	Can perceive direct lexical proximity	🔑

🔑 Pluralistic approaches are **essential** for the development of this resource

🔑 Pluralistic approaches are **useful** for the development of this resource

2. FREPA - Tables of descriptors across the curriculum www

At what stage of schooling should the resources be trained?

Preprimary	Primary 1	Primary 2	Secondary 1	Secondary 2
		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.

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3. FREPA - Online teaching materials www

The teaching materials are accessible through a database housing classroom activities in several languages, emanating from pluralistic approaches.

Taaluno

DESCRIPTORS		
Knowledge	**Attitudes**	**Skills**
K 4.1	A 1.1.2	S 1.3.1
K 5.1	A 2.2.1	S 2.5.2
	A 3.2.1	S 3.4
	A 5.3	S 7.1.2
	A 12.1	
	A 13.1	
	A 18.1	

Approach	Awakening to languages
Level	Primary 2
Duration	1x45
Language of teaching material	Dutch
Thematic key-word	Colors, History of languages, language families

Description of activity
During this activity the students play the game UNO with 48 cards (40 normal cards and 8 special cards). The cards are written in 10 different languages and indicate 4 different colours. As preliminary activity the students try to read the colours' names in the different languages and then they can start to play the game. The game is followed by a discussion concerning the language families.

Downloads
Instructions and card templates (Dutch) (PDF)

The search (simple or multi-criteria) can be conducted according to the following criteria: resources (the CARAP descriptors: knowledge, skills and attitudes), levels of the curriculum, thematic domains where the material can be used, the language used in the materials, the particular pluralistic approach … or any other term which could be present in the description of the activity.

The search results in a description (in English and French) of activities. Having chosen the materials, the user can in most cases download the materials with a simple click.

4. FREPA - A training kit www

The online training kit is available for teacher trainers and teachers who wish to engage in training (autonomously) in pluralistic approaches and in the use of CARAP - FREPA materials. The materials can be used by trainers in the preparation of, and during training sessions.

The training kit contains:

- **Introductory module**
  From concrete teaching materials to resource descriptors

- **Thematic modules**
  1. FREPA and educational linguistic policies
  2. FREPA in the classroom …
     o Looking for solutions to issues of linguistic or intercultural nature
     o Devising class or school projects