THE FRAMEWORK OF REFERENCE FOR PLURALISTIC APPROACHES TO LANGUAGES AND CULTURES (FREPA)

Referenčni okvir za pluralistične pristope k jezikom in kulturam (ROPP)

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- FREPA
  Framework of Reference for Pluralistic Approaches to languages and cultures

- CARAP
  Cadre de Référence pour les Approches Plurielles des Langues et des Cultures

- REPA
  Referenzrahmen für plurale Ansätze zu Sprachen und Kulturen

- ROPP
  Referenčni okvir za pluralistične pristope k jezikom in kulturam

FREPA

CARAP

A FRAMEWORK OF REFERENCE FOR PLURALISTIC APPROACHES

FREPA dissemination

Denmark

Canada

F.Y.R.o.Macedonia

http://carap.ecml.at (Liljana.Kac@zrss.si)

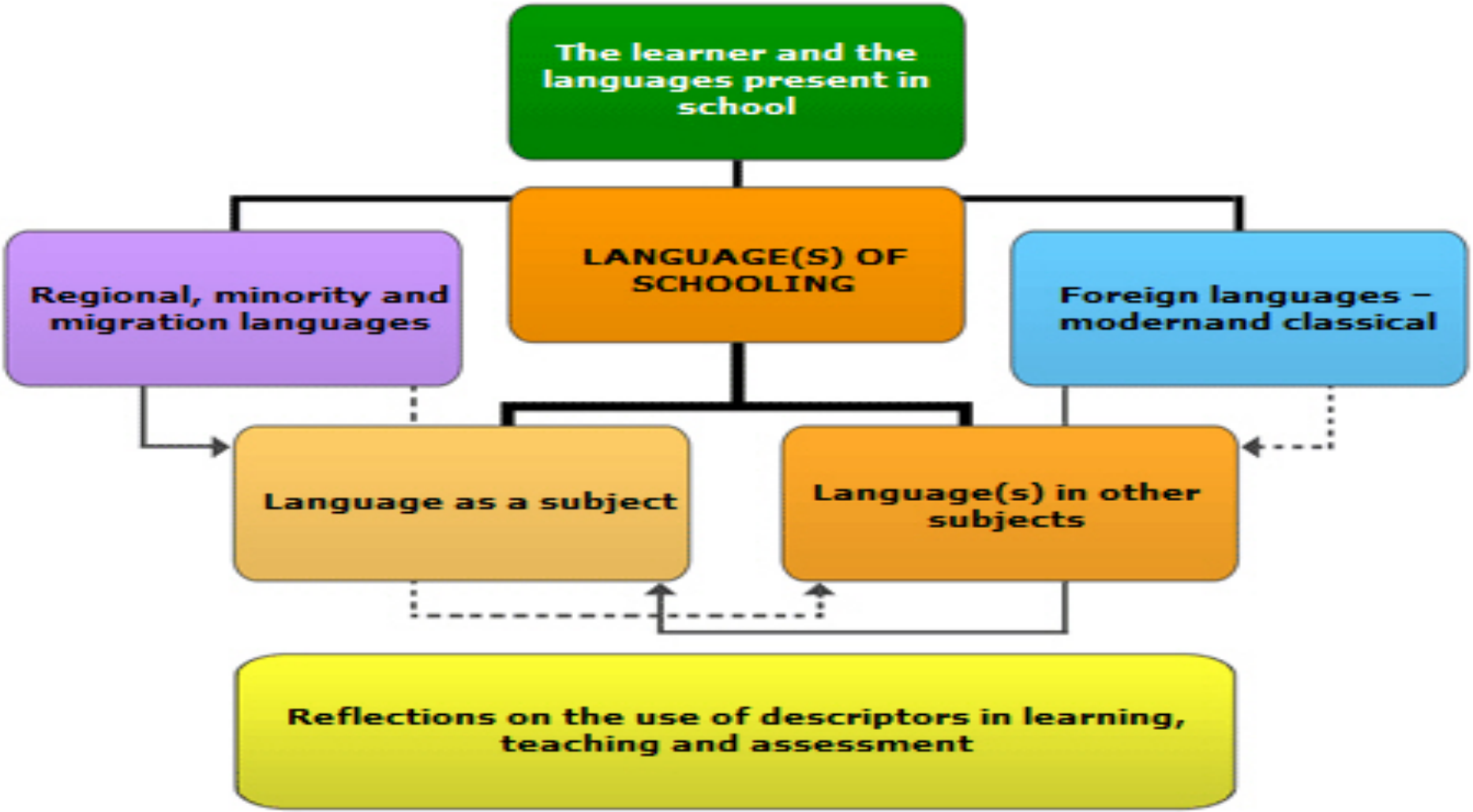
All cultures and languages

To take into account all the existing competences developed by the learners within and outside the educational system

- the language(s) of schooling
- regional, minority and migration languages
- modern and classic foreign languages

- in all subjects and at all levels

The Council of Europe's *Platform of resources and references for plurilingual and intercultural education*



Framework of Reference for Pluralistic Approaches to languages and cultures: a set of tools

1. FREPA – Competences and Resources (descriptors)

2. FREPA – Tables across the curriculum

3. FREPA – Online teaching materials

4. FREPA – Teacher training

Step 1

A brief activity
The plurilingual mouse

(YOU are the learners!)

Pair work!

Viel Spaß! Enjoy it!

Exploring pluralistic approaches through the analysis of an activity

Here are two texts, which tell the same story in different languages. Can you understand the story ? Can you identify the languages ?

A mouse was walking around the house with her baby.	Un ratòn se pasea por la casa con su ratoncillo.
Tot d'un còp, auson un cat.	Plötzlech ghöre si ä Chatz.
icelul este foarte speriat.	The baby mouse was very frightened.
ischina.	Die Katze kommt näher.
ori mišicu:	Manman-sourit la di ti sourit la
gas miedo y escucha !"	"Non avera paura e ascolta !"
douvan pitit a'y sézi y meté'y ka japé : "waf, waf, waf"	Ed a la surpraisa da sia pitschna cumenza elle a bublar: "vu vu, vu vu…"
Il gatto riparte subito di corsa, impaurito.	O gato põe-se a fugir cheio de medo.
Da sagt die Mama zu ihrem Mausekind:	Atunci, mama zice şoricelului ei:
Vês como é útil ser-se bilingue !	"Veses qu'aquò sièrv de saupre una autra lenga!"

Step 1

A brief activity
The plurilingual mouse

(YOU are the learners!)

The story of a mouse
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 !"

A mouse was walking around the house with her baby.	Un ratòn se pasea por la casa con su ratoncillo. *Spanish*
Tot d'un còp, auson un cat. *Occitan*	Plötzlech ghöre si ä Chatz. *Swiss German*
Şoricelul este foarte speriat. *Rumanian*	The baby mouse was very frightened.
Il giat s'avischina. *Romansh*	Die Katze kommt näher. *German*
Mama govori mišicu: *Serbo-Croatian*	Manman-sourit la di ti sourit la *Guadeloupean Creole*
escucha !" *Spanish*	"Non avera paura e ascolta !" *Italian*
meté'y ka japé : *eloupean Creole*	Ed a la surpraisa da sia pitschna cumenza elle a bublar: "vu vu, vu vu…" *Romansh*
il gatto riparte subito di corsa, impaurito. *Italian*	O gato põe-se a fugir cheio de medo. *Portuguese*
Da sagt die Mama zu ihrem Mausekind: *German*	Atunci, mama zice şoricelului ei: *Rumanian*
Vês como é útil ser-se bilíngue ! *Portuguese*	"Veses qu'aquò sièrv de saupre una autra lenga!" *Occitan*

Have a look at the keys!

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

Step 1

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

The story of a mouse

A mouse was walking around the house with her young. All of a sudden, they heard a ca[illegible]r. The mother mo[illegible]house's greatest su[illegible]at's turn to be scared, and it ran off… The mother turned [illegible]d said : "See how useful it is to be bilingual !"

Exactly!

A mouse was walking around the house with her baby.	Un ratòn se pasea por la casa con su ratoncillo. *Spanish*
Tot d'un còp, auson un cat. *Occitan*	Plötzlech ghöre si ä Chatz. *Swiss German*
Şoricelul este foa[illegible]	
Il giat s'avischin[illegible]	
Mama govori mi[illegible]	
"¡No tengas mie[illegible]	
E douvan pitit a'y sézi y me[illegible] "waf, waf, waf" *Guadelou[illegible]réole*	Ed a la surpraisa da sia pitschna cumenza elle a bublar: "vu vu, vu vu…" *Romansh*
Il gatto riparte subito di corsa, impaurito. *Italian*	O gato põe-se a fugir cheio de medo. *Portuguese*
Da sagt die Mama zu ihrem Mausekind: *German*	Atunci, mama zice şoricelului ei: *Rumanian*
Vês como é útil ser-se bilíngue ! *Portuguese*	"Veses qu'aquò sièrv de saupre una autra lenga!" *Occitan*

Of course! You have tried to establish links between languages!

A brief activity
The plurilingual mouse
YOU are the learners!

What kind of knowledge / attitudes / skills can be developed by this activity?

I think, with this kind of activities, my students would become aware that…

Think of it individually during 2 minutes.

Write down your ideas.

Yes, and they would become able to … …

We shouldn't forget the attitudes !

Step 2

A link with the plurilingual and pluricultural competence

We have seen that when confronted with a new language, we refer to the languages we already know…

Of course! You have tried to establish links between languages!

Psycholinguists agree about the existence of o n e system

This conception relies on psycholinguistic research work done about language acquisition in the last decades

(cf. Herdina & Jessner, 2002)

… the views of psycholinguists may differ concerning the existence of "separate systems" within this global plurilingual competence.

Link to the *Common European Framework of Reference for Languages*

”… 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.”

http://www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf

But the descriptors provided by the CEFR deal with abilities in ONE language, taken in isolation…

Table 1. *Common Reference Levels: global scale*

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Step 3

Pluralistic approaches to languages and cultures

If this competence is global…

then language teaching should help students to build bridges between languages / cultures they know or learn.

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 can already can do.

Thereby 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.

Four pluralistic approaches

Awakening to languages / Eveil aux langues

Integrated didactic approach

Intercomprehension between related languages

And also of course … the intercultural approach

Awakening to languages (Language awareness):

Defined as an approach in which *some of the learning activities are concerned with languages which the school does not intend to teach*.

Recognition of the languages “brought” into the school by allophonic children

Le Petit Chaperon rouge

DIVERSITÉ ET RÉGULARITÉ D'UN CONTE

Red Riding Hood

L'ACTIVITÉ EN UN CLIN D'ŒIL

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

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.

Research task : Title in Chinese

Identifying, locating, selecting

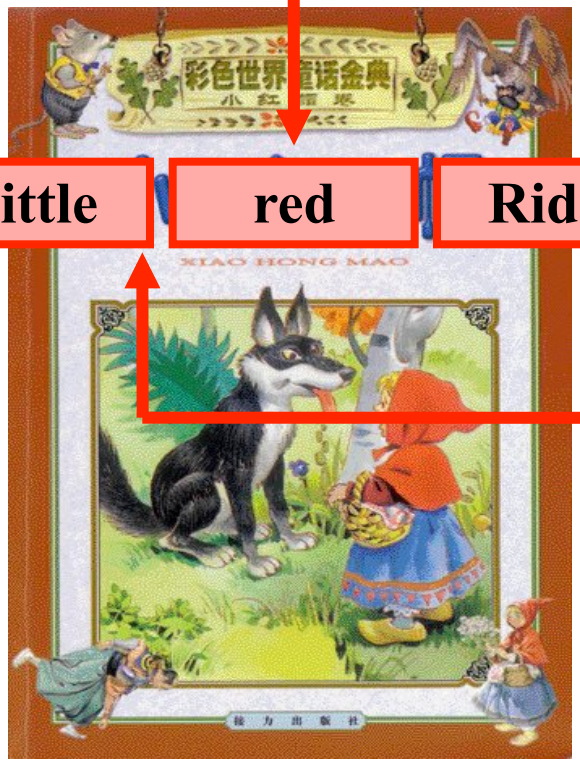
Find the word “red”

Find the word “little”

Séance

Retrouve le mot « rouge »

Retrouve le mot « petit »



Little **red** **Ridinghood**

Couleurs	Adjectifs de taille
蓝	高
绿	稀 薄
红	大
黄	年 轻
黑	小
白	老
橙	
桃 红	

Integrated didactic approach to different languages studied:

… directed towards helping learners to 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.

And: mutual support between languages going in both directions.

An example: German after English (*Deutsch ist easy!*)

Ü 1 **Schreiben Sie die deutschen Wörter und die Wörter in Ihrer Muttersprache.**

der Apfel
apple
_ _ _ _ _ _ _ _

_____
butter
_ _ _ _ _ _ _ _

_____
margarine
_ _ _ _ _ _ _ _

_____
fish
_ _ _ _ _ _ _ _

_____
spagetti
_ _ _ _ _ _ _ _

_____
ketchup
_ _ _ _ _ _ _ _

_____
salad
_ _ _ _ _ _ _ _

_____
orange
_ _ _ _ _ _ _ _

_____
soup
_ _ _ _ _ _ _ _

_____
salt
_ _ _ _ _ _ _ _

_____
pepper
_ _ _ _ _ _ _ _

_____
tomato
_ _ _ _ _ _ _ _

_____
chocolate
_ _ _ _ _ _ _ _

_____
hamburger
_ _ _ _ _ _ _ _

_____
pretzel
_ _ _ _ _ _ _ _

_____
bread
_ _ _ _ _ _ _ _

_____
pizza
_ _ _ _ _ _ _ _

_____
banana
_ _ _ _ _ _ _ _

der Apfel · die Banane · die Brezel · das Brot · die Butter · der Fisch · der Hamburger
das Ketchup · die Margarine · die Orange · die Pizza · der Pfeffer · der Salat · das Salz
die Schokolade · die Spaghetti · die Suppe · die Tomate

22 Modalverben im Satz
Phrases with modal verbs

Grammatik / A1

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

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

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

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?

Intercomprehension of related languages

… when several languages of the same linguistic family (Romance, Germanic, Slavonic languages, etc.), are studied in parallel, with a systematic focus on receptive skills.

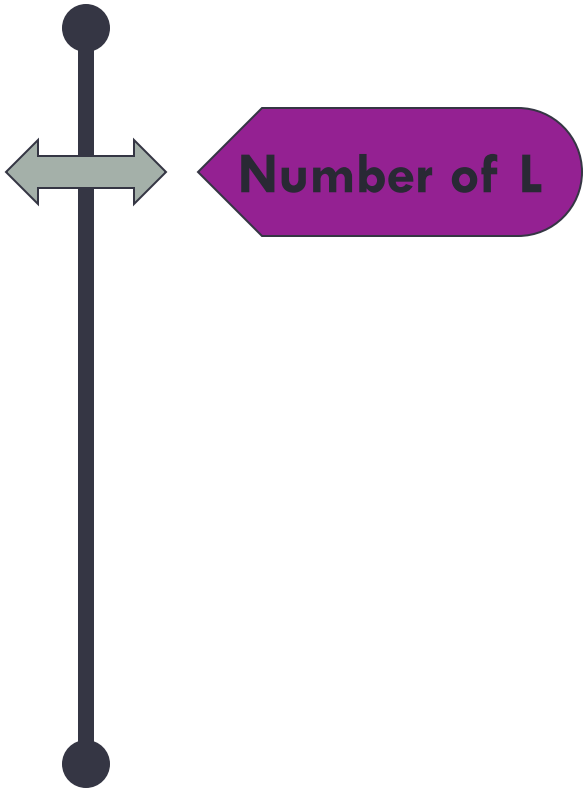
For languages related to the learner's first language or the language of schooling / related to a language already learnt.

An example of intercomprehension between romance languages: *Non perdere la bussola*

Are you able to fill in the table with the following words? *ragione, balão, pallone, razón, balon, motiv, razão, balón* ?

Portugais	Espagnol	Occitan	Français	Italien	Roumain
uma canção	una canción	una cançon	une chanson	una canzone	un cântec
uma profissão	una profesión	una profession	une profession	una professione	o profesie
uma ……	una ……	una rason	une raison	una ……	un ……
um ……	un ……	un balon	un ballon	un ……	un ……

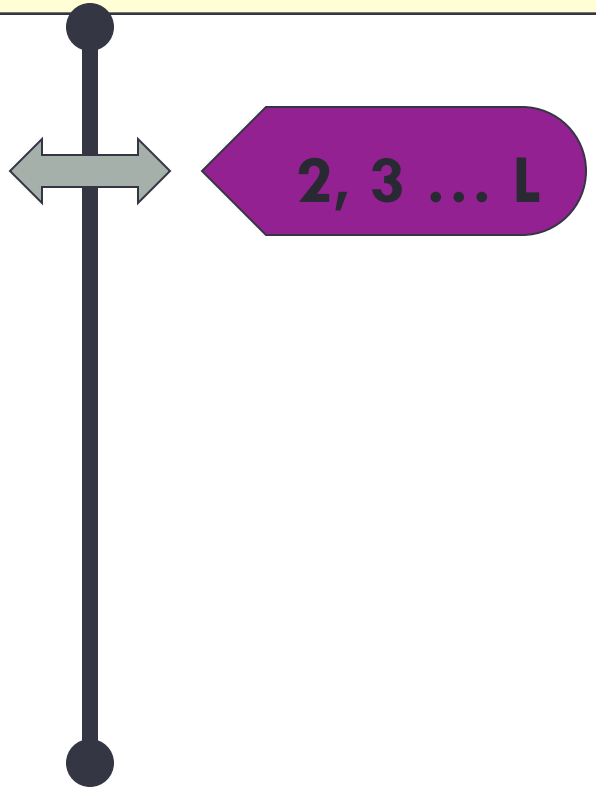
Communicative competence



We can situate the three linguistic approaches between two poles, according to the number of languages they deal with…

Global metalinguistic abilities
Receptiveness towards diversity

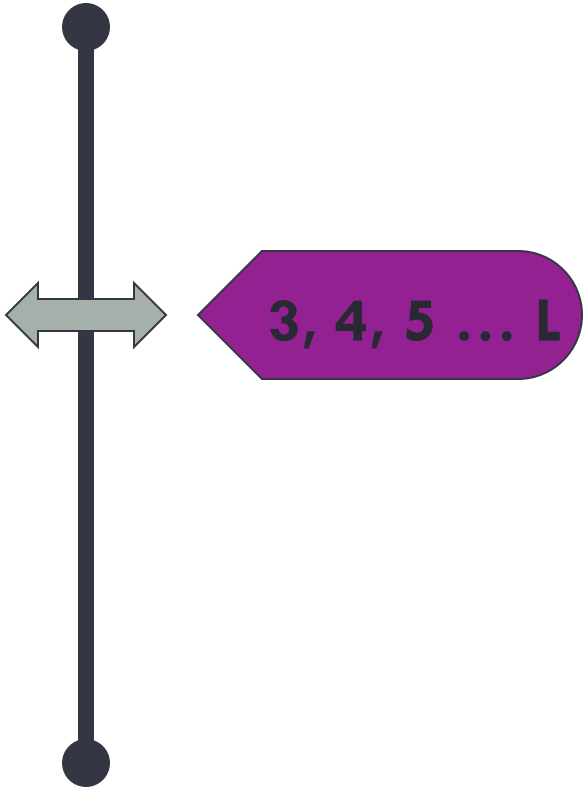
Communicative competence



Integrated didactic approach to languages

Global metalinguistic abilities
Receptiveness towards diversity

Communicative competence

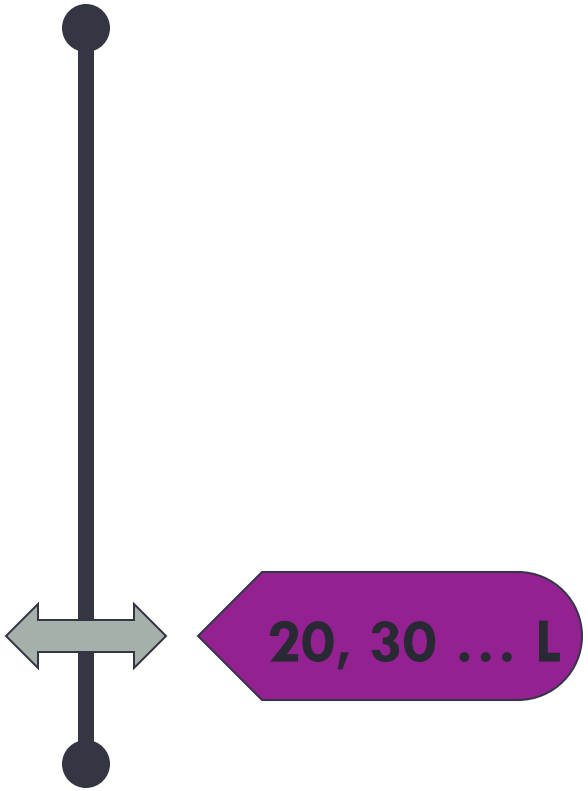


Intercomprehension of related languages

Global metalinguistic abilities

Receptiveness towards diversity

Communicative competence



Awakening to languages

Global metalinguistic abilities

Receptiveness towards diversity

Step 4

The FREPA - Competences and resources

- 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:…

	Knows that each language has its own, partly specific, way of °perceiving / organising ° reality
	Positive acceptance °°of °linguistic / cultural° diversity / of others / of what is different°°
	Can use knowledge and skills already mastered in one language in activities of °comprehension / production° in another language
	Knows that one can have a °multiple / plural / composite° identity
	Curiosity about a °multilingual / multicultural° environment
	Can compare different cultural practices

K 6.2	Knows that each language has its own, partly specific, way of °perceiving / organising ° reality
A 4	Positive acceptance °°of °linguistic / cultural° diversity / of others / of what is different°°
S 5	Can use knowledge and skills already mastered in one language in activities of °comprehension / production° in another language
K 14.3	Knows that one can have a °multiple / plural / composite° identity
A 3.1	Curiosity about a °multilingual / multicultural° environment
S 3. 10.4	Can compare different cultural practices

The Framework of Reference for Pluralistic Approaches to Languages and Cultures

FREPA as an complement to current European language policy instruments

- specifying in detail and structuring the CEFR's rationale on plurilingual and intercultural competences
- a comprehensive list of descriptors operationalizing plurilingual and intercultural competences in terms of knowledge, attitudes and skills
- based on the analysis of around a hundred publications in the field

Descriptors

What are descriptors of resources?
How to choose and use descriptors
Knowledge
Attitudes
Skills

Knowledge

K1 - K7 Language (see directly below) | K8 - K15 Culture

Language

K 1 - Language as semiological system

K 1	Knows some of the principles of how languages work

view subdescriptors

K 2 - Language and Society

K 2	Knows the role of society in the way languages work / the role of language in the way society works

view subdescriptors

K 3 - Verbal and non-verbal communication

K 3	Knows some of the principles of how communication functions

view subdescriptors

Descriptors

What are descriptors of resources?

How to choose and use descriptors

Knowledge

Attitudes

Skills

Attitudes

A1 - A6 Attention, sensitivity, curiosity, interest, positive acceptance, openness, respect and/or valorisation with respect to (the diversity of) languages and cultures	**A7 - A8** Disposition, motivation, will and/or desire to engage in activity related to languages and/or cultures and to the diversity of languages and cultures
A9 - A12 Attitudes and/or stances of questioning, distanciation, decentration and relativisation	**A13 - A15** Readiness to adapt, self-confidence and sense of familiarity
A16 Identity	**A17 - A19** Attitudes to learning

A1 Attention

- to foreign languages, cultures and/or persons
- to linguistic, cultural and/or human diversity in the environment
- to language in general
- to linguistic, cultural and/or human diversity in general

A-1	Attention to « foreign » °languages / cultures / persons° --> to °linguistic / cultural / human° diversity in the environment to language in general to °linguistic / cultural / human° diversity in general [as such]

view subdescriptors

A2 Sensitivity

A-2	Sensitivity °°to the existence of other °languages / cultures / persons° // to the existence of °linguistic / cultural / human° diversity°°

view subdescriptors

Skills

S 1 - Can observe/analyse

S 1	Can ° observe / analyse ° ° linguistic elements / cultural phenomena ° in ° languages / cultures ° which are more or less familiar

view subdescriptors

S 2 - Can recognise / identify

S 2	Can ° identify [recognise] ° ° linguistic elements / cultural phenomena ° in ° languages / cultures ° which are more or less familiar

view subdescriptors

S 3 - Can compare

S 3	Can compare ° linguistic / cultural ° features of different ° languages / cultures ° [Can ° perceive / establish ° ° linguistic / cultural ° proximity and distance

view subdescriptors

S 4 - Can talk about languages and cultures

FREPA - Tables of descriptors across the curriculum

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.

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

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

Can identify languages on the basis of identification of linguistic forms
Can gain from previously acquired knowledge about languages and cultures during learning

Materials

Which teaching materials are available?

How do I use the search tool?

Simple search

Which teaching materials are available?

The database CARAP-FREPA – Online teaching materials offers teaching activities which fall within the scope of **pluralistic approaches to languages and cultures**.

The purpose of this collection of materials, which include input in different languages, is to facilitate access to classroom activities which will help learners master the knowledge, skills and attitudes which the framework lists as « resources » and which can be developed by pluralistic approaches. All the materials proposed refer explicitly to descriptors of resources as they can be found in the framework.

View the online collection of teaching materials (under development)
activities for learners and advice for teachers

The online database is still under development, we kindly ask you to use the **existing version** meanwhile. Please check the **instructions for use** to work with this version.

How do I use this search tool?

Search

Descriptors:

Step 1: (All)

Step 2: (All)

Step 3: (All)

Approach: (All)

Language: (All)

Theme: (All)

Levels: (All)

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

A 1.1 A 2.3 A 2.5 A 3.2.1 A 7.5 A 15.1 A 18.1	K 4.1 K 5.6.1.2 K 6 K 6.6	S 1.1 S 1.2.1 S 1.3.1 S 1.4.3 S 2.5 S 3.1 S 3.3 S 3.5

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

All cultures and languages

To take into account all the existing competences developed by the learners within and outside the educational system

- the language(s) of schooling
- regional, minority and migration languages
- modern and classic foreign languages

- in all subjects and at all levels

”And linguicism is not an information question:
once we know more,
we act accordingly and
the world is saved.
Still information hopefully
at least does not any harm.
After you have read this book,
dear reader, you at least
cannot claim: ’I did not know’ .“
Skutnabb-Kangas (2000: 30)

dank u wel
gmadlobT
obrigado
спасибо
tanemirt
Ευχαριστώ
enkosi
kiitos
misaotra

有り難う
ありがとう

Workshop

The Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA)

Referenčni okvir za pluralistične pristope k jezikom in kulturam (ROPP)

Discussion on current practices and possibilities of implementation in your country

How are pluralistic approaches to languages and cultures integrated in (tertiary) education in your country? How could they be integrated?

- Integrated didactic approach (languages that are part of the curriculum, e.g. German after English)
- Intercomprehension between related languages (receptive skills)
- Awakening to languages
- Intercultural approach

Step 1

A FREPA activity

(YOU are the learners!)

Viel Spaß! Enjoy it!

Pair work!

Exploring pluralistic approaches through the analysis of an activity

Some languages of Europe… and elsewhere

Activity 1

In the table below you will find 18 parts of texts written in 6 languages (3 parts of text in each language). Try to recognize these languages and to put the parts in the right order. Answer with the grid.!

Grid for your answers

Name of the language	Put the text in the right order		
	First part	Second part	Third part
(Example) English	1	16	9

1. This is the same text in 8 different languages. Can you identify the text?

A	Genir pawb yn rhydd ac yn gydradd â'i gilydd mewn urddas a hawliau. Fe'u cynysgaeddir â rheswm a chydwybod, a dylai pawb ymddwyn y naill at y llall mewn ysbryd cymodlon.
B	Kõik inimesed sünnivad vabadena ja võrdsetena oma väärikuselt ja õigustelt. Neile on antud mõistus ja südametunnistus ja nende suhtumist üksteisesse peab kandma vendluse vaim.
C	Tout moun sou tè a fèt tou lib. Tout gen menm valè (nan je lasosyete), tout moun gen menm dwa devan Lalwa. Tout moun fèt ak yon bonsans, tout fèt ak yon konsyans epi youn fèt pou trete lòt tankou frè ak sè.

Step 1

A FREPA activity

(YOU are the learners!)

Have a look at the keys!

CARAP FREPA
UN CADRE DE RÉFÉRENCE POUR LES APPROCHES PLURIELLES

Some languages of Europe… and elsewhere

Activity 1

In the table below you will find 18 parts of texts written in 6 languages (3 parts of text in each language). Try to recognize these languages and to put the parts in the right order. Answer with the grid.

Grid for your answers

Name of the language	Put the text in the right order		
	First part	Second part	Third part
(Example) English	1	16	9

Table 1 (6 languages)

1. This is the same text in 8 different languages. Can you identify the text?

A	Genir pawb yn rhydd ac yn gydradd â'i gilydd mewn urddas a hawliau. Fe'u cynysgaeddir â rheswm a chydwybod, a dylai pawb ymddwyn y naill at y llall mewn ysbryd cymodlon.
B	Kõik inimesed sünnivad vabadena ja võrdsetena oma väärikuselt ja õigustelt. Neile on antud mõistus ja südametunnistus ja nende suhtumist üksteisesse peab kandma vendluse vaim.
C	Tout moun sou tè a fèt tou lib. Tout gen menm valè (nan je lasosyete), tout moun gen menm dwa devan Lalwa. Tout moun fèt ak yon bonsans, tout fèt ak yon konsyans epi youn fèt pou trete lòt tankou frè ak sè.

What kind of knowledge/ attitudes/skills can be developed by the activity?

Have a look at the FREPA descriptors!

Group work!

Group 1: Knowledge

Group 2: Attitudes

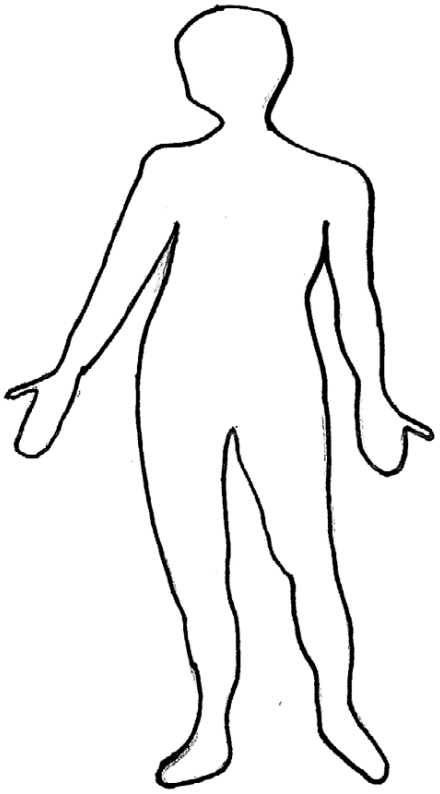
Group 3: Skills

DELA-NOBA

Presentation

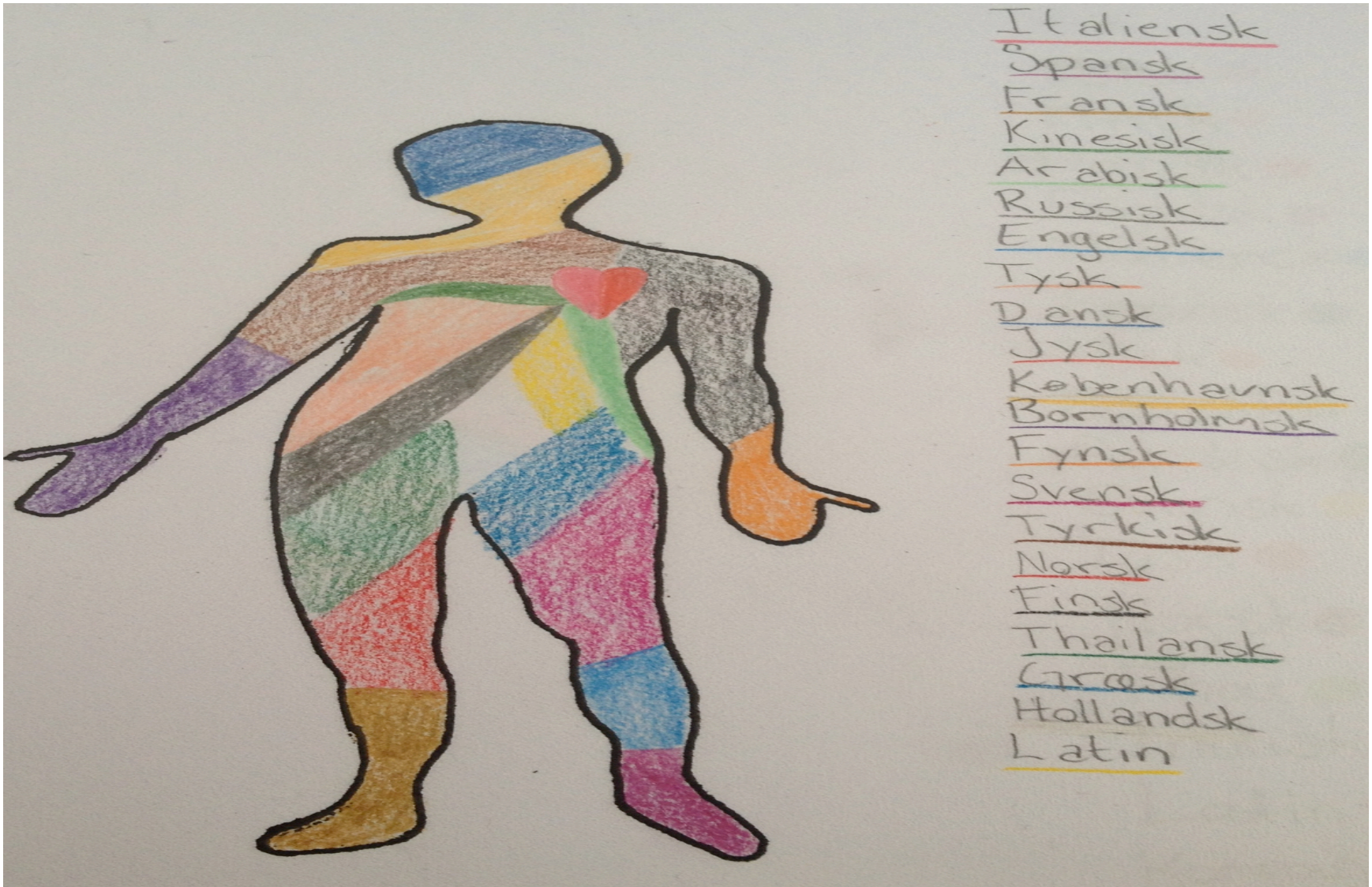
Which languages have you been into contact with during your life?
Make a list beside the figure
Give each language a colour
Draw the languages inside the figure by using the colours

Name:
Country:



Language autobiographie

Language autobiographie



Descriptors, e.g.

CARAP Descriptors

A 2.2	K 4.1	S 1.1
A 2.3	K 5.1	S 1.4
A 4.8	K 6	S 2.3
A 5.3	K 6.8	S 2.5
A 7.5		S 3.1
A 8.4.2		S 3.4
A 14.3.1		S 3.5
A 15.1		S 5
A 19.2.1		

Description

The four activities are based on extracts of the Universal Declaration of Human Rights, translated into various languages. Participants are invited to draw on their knowledge of languages and use comprehension strategies in order to, first of all, guess what text it is,

	Knows that each language has its own, partly specific, way of °perceiving / organising ° reality
	Positive acceptance °°of °linguistic / cultural° diversity / of others / of what is different°°
	Can use knowledge and skills already mastered in one language in activities of °comprehension / production° in another language
	Knows that one can have a °multiple / plural / composite° identity
	Curiosity about a °multilingual / multicultural° environment
	Can compare different cultural practices

How could the FREPA descriptors be used in (tertiary) education in your country?

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