Pluralistic Approaches to Languages and Cultures

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**.

Four pluralistic approaches can be identified:

- the *intercultural approach;*
- the *awakening to languages*;
- the *inter-comprehension of related languages*;
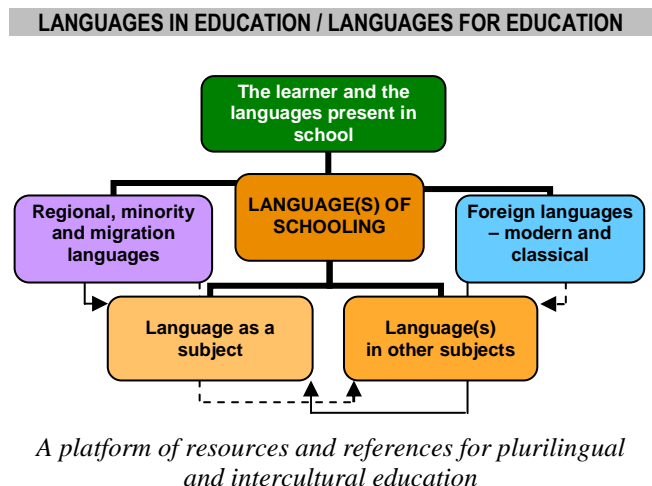- the *integrated didactic approaches* to different languages studied.

These approaches reject the **"compartmentalised" view** of an individual's linguistic and cultural competence(s), a decision which is a logical consequence of the way in which *plurilingual and pluricultural competence* is represented by the *Common European Framework of Reference for Languages*: 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 him/her**.

The pluralistic approaches form the **essential point of junction** between all didactic attempts which seek to facilitate the continuous development and enrichment of individual learners' plurilingual and pluricultural competence. This process takes into account **all the existing competences**, acquired within or outside the educational environment.

As far as educational goals are concerned, these approaches represent an essential tool for the construction of what the *Guide for the development of language education policies in Europe* calls **education for multilingualism**.
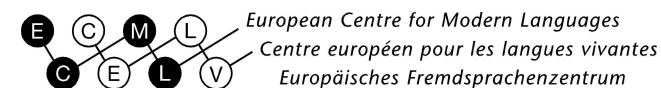
The FREPA – a new instrument of the Council of Europe

Created as a tool to establish **the similarities among languages and language varieties that a person speaks or is learning**, the FREPA closely reflects **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

A platform of resources and references for plurilingual and intercultural education

http://www.coe.int/t/dg4/linguistic/default_EN.asp

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* and the *Guide for the development of language education policies in Europe.*

European Centre for Modern Languages
Centre européen pour les langues vivantes
Europäisches Fremdsprachenzentrum

FREPA Framework of Reference for Pluralistic Approaches to Languages and Cultures

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

The materials created within this project are:

- ➢ **A reference document about competences**
- ➢ **A tool for teachers, including:**
  - o Tables of "resources" aimed at (Knowledge, Attitudes, Skills)
  - o A teaching materials bank
- ➢ **A teacher training kit**

… available online:

http://carap.ecml.at/

in German, English, Spanish and French and partly in Hungarian.

The FREPA reference document

For two levels of skills:

⇒ *Competence to manage linguistic and cultural communication in a context of otherness*

⇒ *Competence of constructing and developing a pluralistic repertoire of languages and cultures*

… organised lists of "resources", such as:

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**
K-4.1.1 +++	Knows about some families of languages and of some languages which make up these families

A-2.1 ++	**Sensitivity towards one's own °language / culture° and other °languages / cultures°**
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°

S-3.4 +++	**Can perceive lexical proximity**
S-3.4.1 +++	Can perceive direct lexical proximity
S-3.4.2 +++	Can perceive *indirect* lexical proximity <using proximity between terms of the same family of words in one of the languages involved>

… presented in tables:

Section IV. Evolution of languages				
K-4+++ Knows that languages are continuously evolving				
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 +++

K-4.2 +++ Knows about the phenomenon of "loaning" from one language to another

K-4.2.3 +++   K-4.2.2 ++   K-4.2.1 ++

Intended users

For the teacher... in addition to the tables of descriptors, a **Teaching materials bank (BMD)**:

Awaken11

11. Taaluno	
Carap 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	
Language of teaching material:	Dutch	
Presence of:	iconic documents	X
	sound	
	video/clip	
Duration:	45x1	
Thematic key-words:	colours	
	History of languages / language families	

Source	**Access**
Jonckheere, S., De Doncker, H., De Smedt, H. (2009). *Talen op een Kier: Talensensibilisering voor het basisonderwijs.* Mechelen: Plantyn.	Click on Access (or right click and copy URL)

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.

For the trainer of teachers (or isolated teacher)... the Training Kit:

The Kit

Entry point 1
What is desirable?
What do we do in class?
Reflexion

Articulated with the tool…

Entry point 2
Situations starting from
-a) problems
-b) projects
-c) teaching activities

The tool :
Elements:
- Tables of resource descriptors
- BMD - Bank of teaching materials using pluralistic approaches
Users : teachers
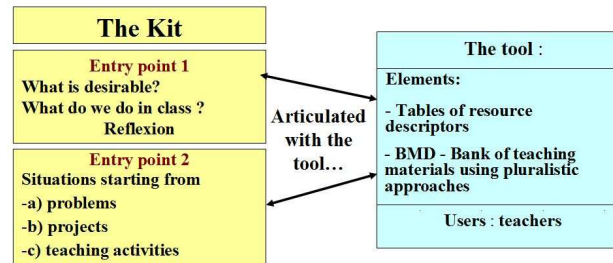
For designers of textbooks... the FREPA reference document and the teaching materials bank.

For decision makers... the FREPA reference document

Intended uses

For each user...

Teachers can search the teaching materials bank, taking into account their targeted objectives and the lists or tables of resource descriptors. As a result, they find records corresponding to teaching materials.

They can make an advanced search using other criteria (type of pluralistic approach, level, language of teaching materials, etc.).

Once they have selected the appropriate material, they can, in general, download it by simply clicking on the link.

The training kit exists in an online version for self-training by teachers. A prototype version will be available in October 2010.

This material will be made available to trainers who can use it for training sessions. A guide for trainers of teachers will be available in late 2011.

To set goals, establish a progress schedule, create other activities...

To enrich the learning curricula, develop integrated language curriculum…