

LEARNING THROUGH LANGUAGES

Promoting inclusive, plurilingual and intercultural education

APPRENDRE PAR LES LANGUES

Promouvoir une éducation inclusive, plurilingue et interculturelle

LERNEN DURCH SPRACHEN

Ein Programm für inklusive, mehrsprachige und interkulturelle Bildung



The intercultural approach

L'approche interculturelle

Pluralistic approaches to languages and cultures

... are didactic approaches which use teaching/learning activities involving several (i.e. more than one) varieties of languages or cultures.

Four pluralistic approaches

- Integrated didactic approach to languages
- Intercomprehension between related languages
- Awakening to languages
- The intercultural approach

The intercultural approach

... aims to develop learners “as intercultural speakers or mediators who are able to engage with complexity and multiple identities and to avoid the stereotyping which accompanies perceiving someone through a single identity”

(Byram, Gribkova & Starkey, 2002: 9f)

Agenda

- One activity from the FREPA database
- Discovering the FREPA descriptors
- Discovering the ressources of the database

Cultionary - rules

- Same principles as pictionnary
- Two groups – five cards
- One drawing per card (don't show your card)
- No flags! No words! No internet research! 4 min.
- Guess the word the drawing is representing.
- Post your drawings on the wall – pair them!

Where do we get our images from?

- Discuss your drawings and reflect on the risks/ advantages of stereotyping
- Find the FREPA descriptors for the activity (knowledge / attitudes / skills)!

<http://carap.ecml.at>

K 10.4.1 Knows that knowledge one has of cultures often includes stereotypes < a simplified and sometimes useful way of grasping one aspect of reality, liable to lead to oversimplification and generalisation >

K 10.4.1 Savoir que les connaissances qu'on a des cultures comportent souvent des aspects stéréotypés < manière simplifiée et parfois utile d'appréhender un aspect de la réalité, avec danger d'excès de simplification et de généralisation>

K 10.4.3 Is aware of the existence of cultural prejudice

K 10.4.3 Savoir qu'il y a des préjugés culturels

K 10.5.1.1 Knows some stereotypes other cultures have about one's own culture

K 10.5.1.1 Connaitre quelques stéréotypes des autres cultures à propos de sa propre culture

A-4.5.1	°Acceptance [Recognition] / Taking into account of the value° of all the °languages / cultures° in the classroom
A-4.5.1	°Acception [reconnaissance] / Prise en compte de la valeur° de toutes les °langues / cultures° de la classe
A-5.3.1	Openness towards °languages / cultures° which are viewed with less regard {minority °languages / cultures°, °languages / cultures° belonging to migrants ...}
A-5.3.1	Ouverture envers des °langues / cultures° peu valorisées {°langues / cultures° minoritaires, °langues / cultures° des migrants...}
A-7.5.1	Motivation for the observation and analysis of more or less unfamiliar °linguistic / cultural° phenomena
A-7.5.1	Motivation pour l'observation et l'analyse des faits °de langue / de culture° peu ou pas familiers

S 4.1.1 Can talk about cultural prejudices

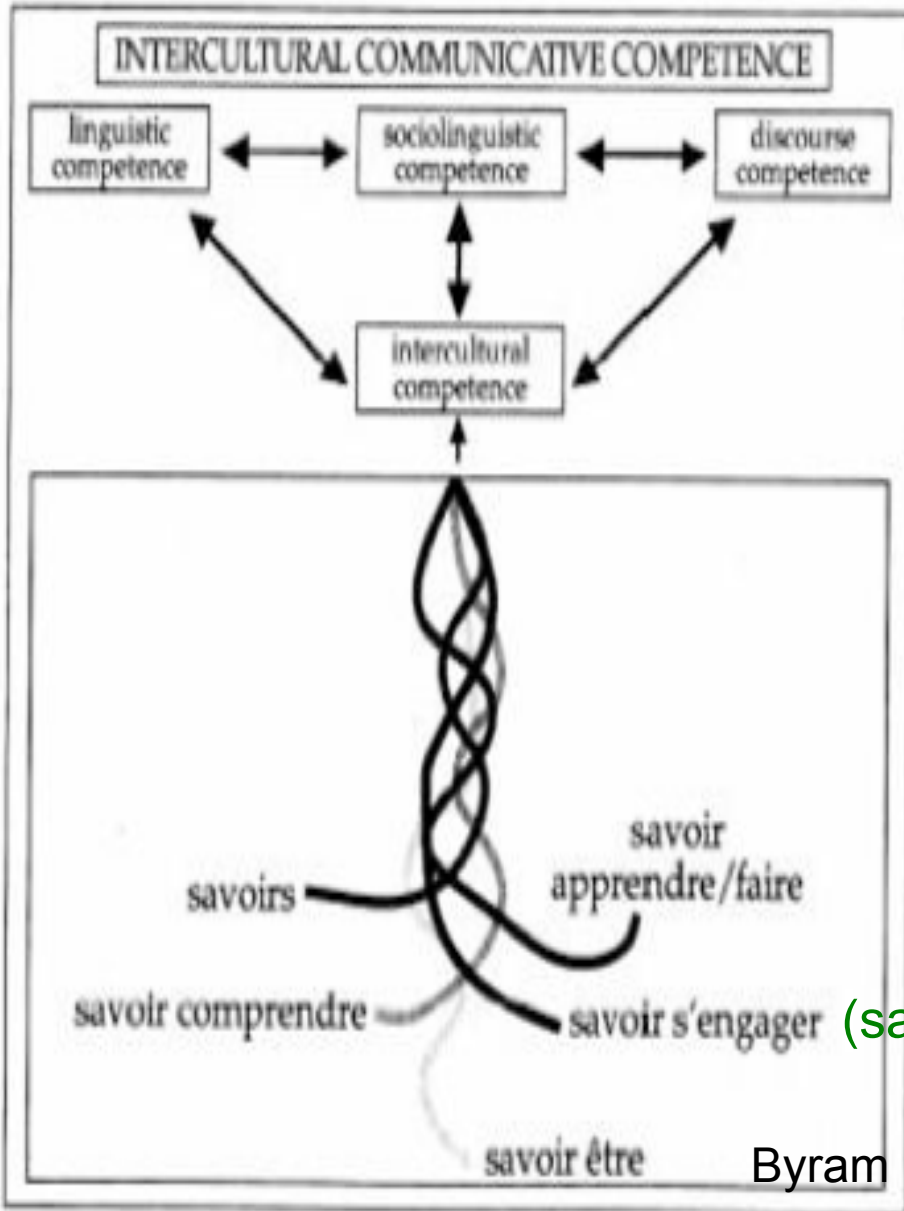
S 4.1.1 Savoir parler des préjugés culturels

S 1.1.3 Can resort to a known °language / culture° with a view to development of analysis of another °language / culture°

S 1.1.3 Savoir prendre appui sur une °langue / culture° connue pour élaborer des démarches d'analyse dans une autre °langue / culture°

S 1.7.2 Can analyse schemata used for interpreting behaviour (/stereotypes/)

S 1.7.2 Savoir analyser des schémas d'interprétations (/ des stéréotypes /)



What is culture?

complexity
dynamic
transnationality
hybridity

(savoir être: A7-8)

The FREPA offers descriptors

- to describe these intercultural competences,
- to design teaching materials
- to define learning objectives, and
- to develop curricula within the field of intercultural pedagogics.

Where to find the resources?

Teaching materials:

- <http://carap.ecml.at/Teachingmaterials/Whichteachingmaterialsareavailable/tabid/2826/language/en-GB/Default.aspx>

Descriptors:

- <http://carap.ecml.at/Descriptorsofresources/Knowledge/tabid/2407/language/en-GB/Default.aspx>

Intercultural education in the primary school (Ireland 2005)

- The school context is important in facilitating learning
- Intercultural education is for all children.
- Intercultural education is embedded in knowledge, skills, and attitudes
- Language is central to developing intercultural competences.
- Intercultural education is integrated with all subjects and with the general life of the school.
- Intercultural education requires a real-world focus.
- Intercultural education takes time.

The content of intercultural education is presented within the context of five themes:

- Identity and Belonging
- Similarity and Difference
- Human Rights and Responsibilities
- Discrimination and Equality
- Conflict and Conflict Resolution.

Discussion

- How is the intercultural approach integrated in your curriculum?
- Qu'est-ce qui se passe dans votre pays?