

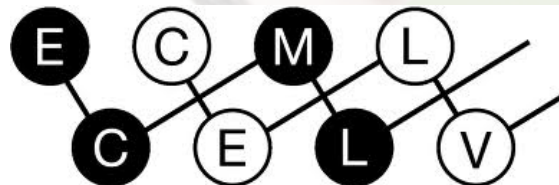
Introducing FREPA tools in teaching/ learning processes in Slovenia

Vabilo na usposabljanje za uporabo opisnikov FREPA pri pouku v Sloveniji

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**UNIVERSITÉ
DE GENÈVE**



RUC
Roskilde Universitet

Programme

5 June 2014, 15.00-18.00

15.00-16.30 *The Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA)*

16.30-16.45 Coffee break

16.45-18.00 Discussion on current practices and possibilities of implementation in Slovenia



FREPA – A set of instruments for the development of plurilingual and intercultural competences
ROPP – Referenčni okvir za pluralistične pristope k jezikom in kulturam

Step 1

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

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.
Şoricelul este foarte speriat.	The baby mouse was very frightened.
Il giat s'avischina.	Die Katze kommt näher.
Mama govori mişicu:	Manman-sourit la di ti sourit la
"¡No tengas miedo y escucha !"	"Non avera paura e ascolta !"
E 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 siêrv de saupre una outra lenga!"

Pair
Work!

Enjoy!

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 <u>was walking</u> around the house <u>with her</u> baby.	Un ratòn se pasea por la casa con su ratoncillo. <i>Spanish</i>
Tot d'un còp, <u>auson</u> un cat. <i>Occitan</i>	Plötzlech ghöre si ä Chatz. <i>Swiss German</i>
Şoricelul este foarte speriat. <i>Rumanian</i>	The baby mouse <u>was very</u> frightened.
Il giat s'avischina. <i>Romansh</i>	Die Katze <u>kommt näher</u> . <i>German</i>
Mama govori mišicu: <i>Serbo-Croatian</i>	Manman-sourit la di ti sourit la <i>Guadeloupean Creole</i>
"¡No tengas miedo y escucha !" <i>Spanish</i>	"Non <u>avera paura e ascolta</u> !" <i>Italian</i>
E douvan pitit a'y sézi y meté'y ka japé : "waf, waf, waf" <i>Guadeloupean Creole</i>	Ed a la <u>surpraisa</u> da <u>sia pitschna</u> cumenza elle a bublar: "vu vu, vu vu..." <i>Romansh</i>
Il gatto riparte subito di corsa, impaurito. <i>Italian</i>	O gato <u>põe-se</u> a fugir cheio de medo. <i>Portuguese</i>
Da sagt die Mama <u>zu ihrem Mausekind</u> : <i>German</i>	Atunci, mama <u>zice şoricelului ei</u> : <i>Rumanian</i>
<u>Vês como é útil</u> ser-se bilingue ! <i>Portuguese</i>	" <u>Veses qu'aquò sièrv de saupre una</u> <u>altra lenga!</u> " <i>Occitan</i>

Have a look
at the
keys !!!

Step 1

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...

Step 1

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

Exactly!

**Of course! We have tried to
establish links between
languages!**

Step 1

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

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

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

This is the story of a mouse in two different languages.
Try to identify the languages.

The story of a mouse

A Musegschicht (Swiss German)

Ä Muus spaziert mit ihrem Chlyne dür ds Huus.
Plötzlech ghöre si ä Chatz. Ds Chlyne het scham
par Anrecht. D Chatz chunnt necher. D Muetter
sagt: « Wacht u los ! » Vor
« Wu wu,
über

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 great-
est surprise, she started barking : « Woof, woof,
woof! » Now, it was the cat's turn to be scared, and
ran off... The mother turned to her baby and said :
« How useful it is to be bilingual! »

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! We have tried to establish links between languages!

Can you find any **links** with the *Common European Framework of Reference*?

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*:

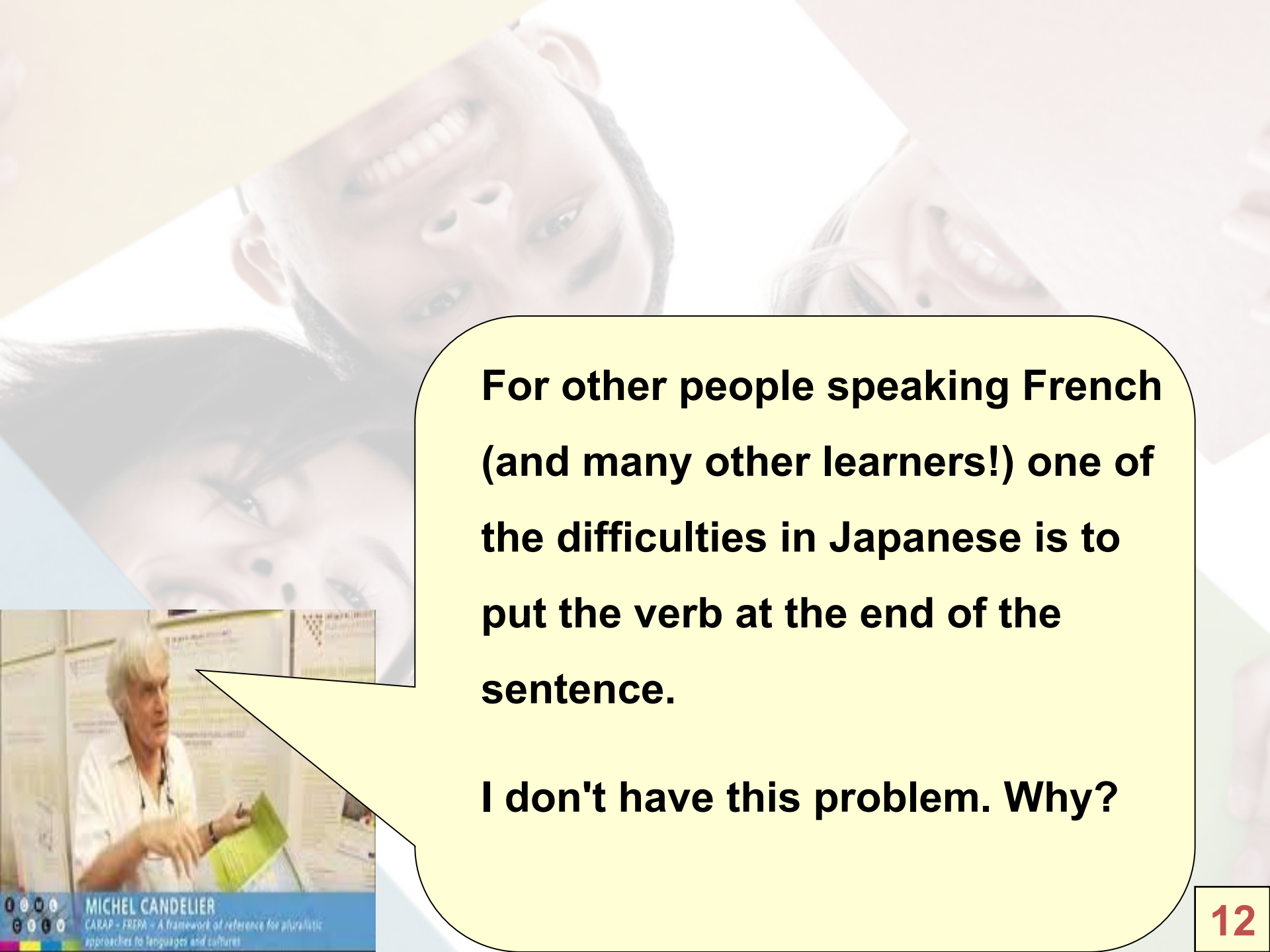
*“a given individual **does not** have a collection of **distinct and separate competences** to communicate depending on the languages he/she knows, but rather a **plurilingual and pluricultural competence encompassing the full range of the languages available to him/her”**.*

(p. 168)

**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.**

**This conception relies on psycholinguistic
research work carried out on language
acquisition in the last decades.**

A background image showing the faces of several people smiling and looking towards the camera. The image is slightly faded and serves as a backdrop for the text.

**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?



Japanese

わたし は	せんせい	です
watashi wa	sensei	desu
I	teacher	am
		V

(dass)

German

ich	Lehrer	bin
		V

French

je	suis	enseignant
	V	

In German too, in dependant clauses, the verb is at the end!

Step 3

Pluralistic
approaches to
languages and
cultures

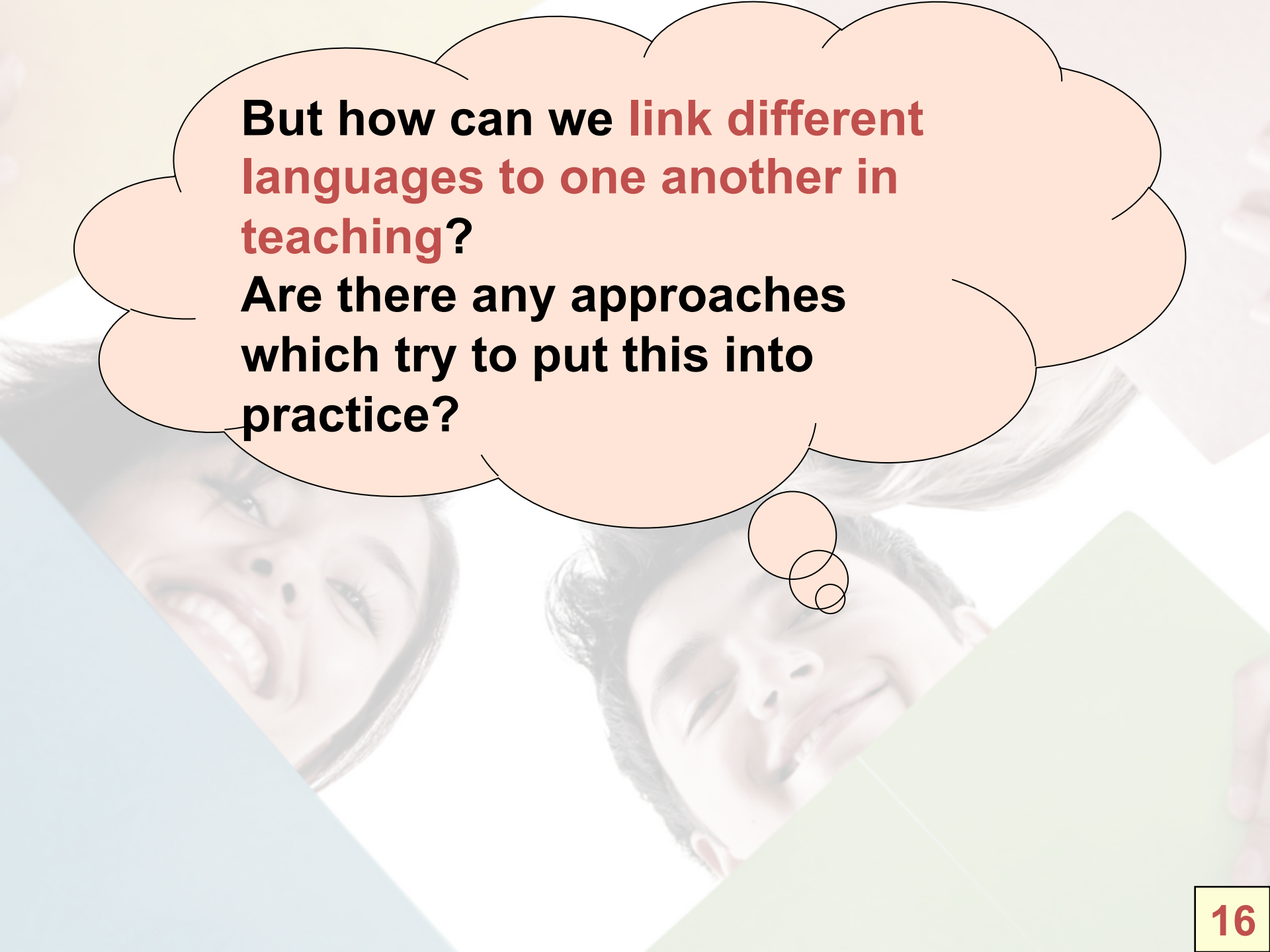
If this competence is global...
then language teaching
should help students to build
bridges between languages /
cultures they know or learn.

This is stated explicitly by the
Guide for the Development of
Language Education Policies
in Europe, 2007, 37-38 ...

The definition of the plurilingual and pluricultural competence “calls for the teaching of different languages to be linked to one another [...].

Even more clearly in the in the last document of the Council of Europe: *Guide for the development and implementation of curricula for plurilingual and intercultural education* , 2010, 21.

[...] every opportunity to encourage pupils to use knowledge and competences acquired in languages they are taught or know must be taken, in order to highlight points of convergence [...] and to help them to understand how languages work, and to develop their plurilingual repertoires in an optimal way.



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 :

- **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**
- ***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;**

A basic principle of any learning:

Pluralistic approaches help learners to establish links with what they already know and can already 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.

Pluralistic approaches to languages and cultures
Four pluralistic approaches

Awakening to languages / Eveil aux langues

*...resulting from recent
developpements of language
teaching methodology*

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 ...

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

Awakening to languages / Eveil aux langues

It is...

*an approach
which
activities are
concerned with
languages having
all kinds of
status.....*

**This is what we did with the
plurilingual mouse!**

*... intend to
teach ...*

Le Petit Chaperon rouge

DIVERSITÉ ET RÉGULARITÉ D'UN CONTE

Little Red Riding Hood

L'ACTIVITÉ EN UN CLIN D'ŒIL

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.

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

From:

[Les langues du Monde au Quotidien](#)
[- Cycle 2](#), SCEREN (2006, 2012).

Research task : Title in Chinese

Identifying, locating selecting

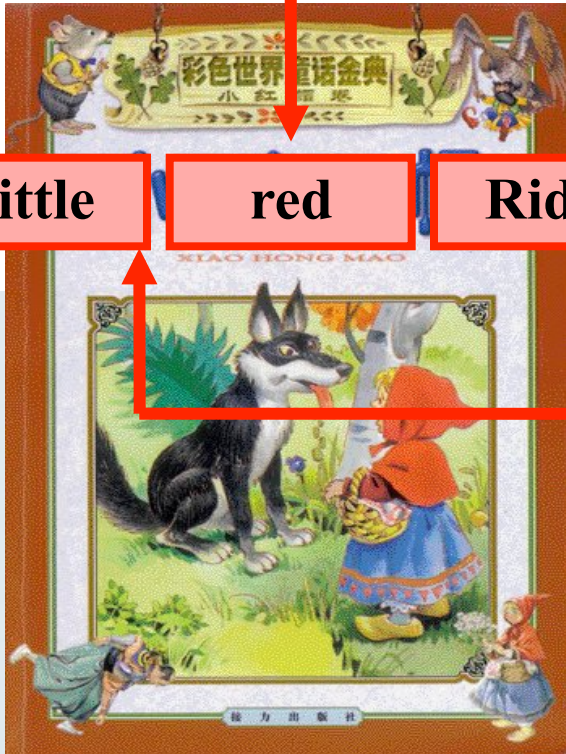
Find the word "red"

Find the word "little"

Retrouve le mot « rouge »

Retrouve le mot « petit »

Little red Ridinghood



Couleurs

Adjectifs de taille

蓝

高

绿

稀薄

红

黄

大

黑

年轻

白

小

橙

老

桃红

Pluralistic approaches to languages and cultures
Four pluralistic approaches

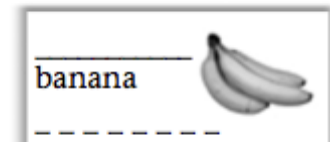
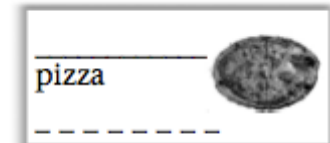
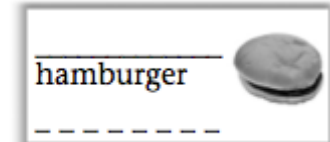
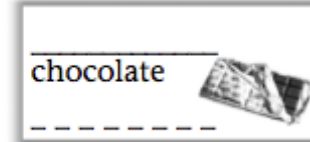
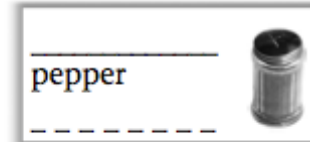
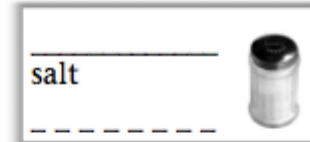
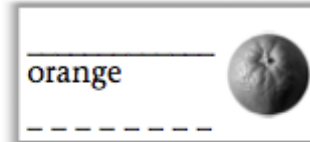
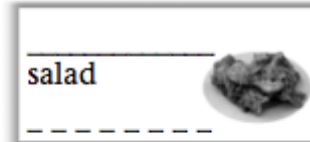
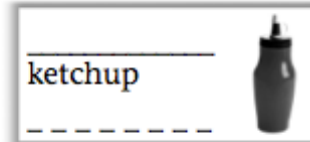
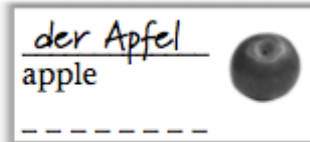
Awakening to languages / Eveil aux langues

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**

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

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



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

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)

... didactic approach

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*

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

Petite histoire entre nous



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



2, 3 ...
languages

**Integrated didactic
approach**

Global metalinguistic abilities
Receptiveness towards diversity

Communicative competence

**Intercomprehension
between related
languages**

3, 4, 5 ...
languages

**Global metalinguistic abilities
Receptiveness towards diversity**

Communicative competence

(indirectly, through
developing learning
abilities)

**Awakening to
languages**

20, 30 ...
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

Step 1

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

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

shows 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
in activities of °comprehension /
another language

can have a °multiple / plural /

multilingual / multicultural°

different cultural practices

Maybe you find there some of the
knowledge, attitudes and skills you
had imagined earlier after having done
the activity *The plurilingual mouse*?



CARAP

FREPA

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

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

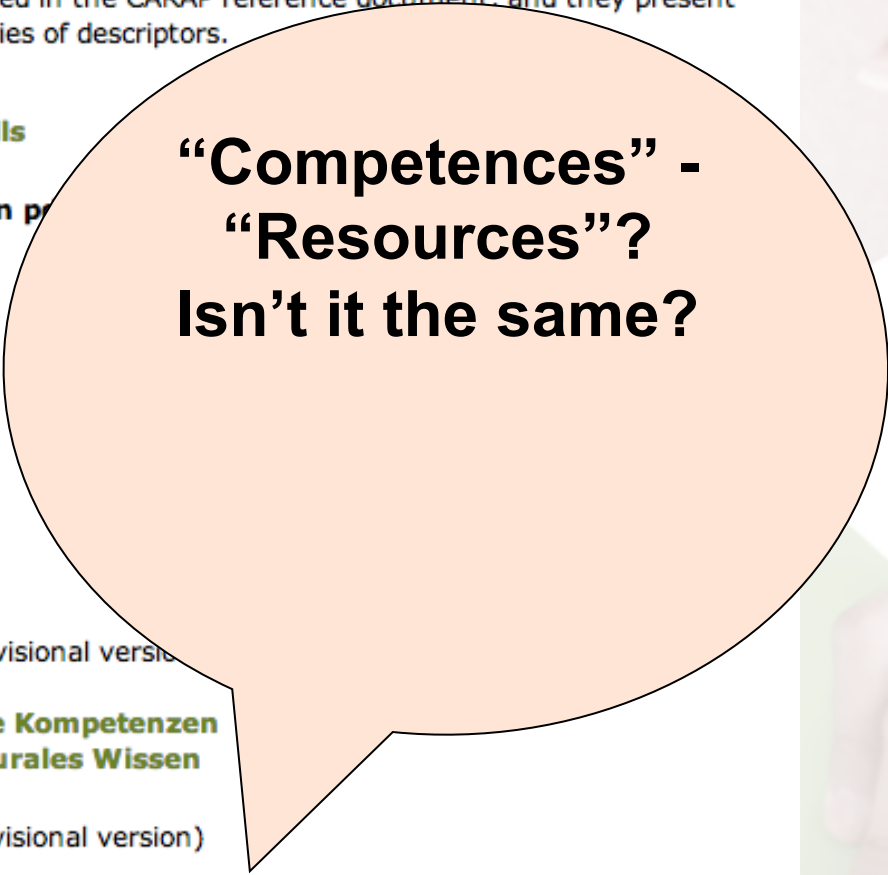
S 1.1
S 1.2.1
S 1.3.1
S 1.4.3
S 2.5
S 3.1
S 3.3
S 3.5



Descriptors of resources

The descriptors of resources are included in the CARAP reference document, and they present main descriptors as well as subcategories of descriptors.

1. **Online descriptors:**
Knowledge, Attitudes and Skills
2. **Download list of descriptors in pdf**
 - a. *Descriptors in French:*
Savoir
Savoir-être
Savoir-faire
 - b. *Descriptors in English:*
Knowledge
Attitudes
Skills
 - c. *Descriptors in German (provisional version)*
Deklaratives Wissen
Persönlichkeitsbezogene Kompetenzen
Fertigkeiten und prozedurales Wissen
 - d. *Descriptors in Spanish (provisional version)*
Los saberes
Los saber ser
Los saber hacer



This is a project of the **European Centre for Modern Languages** within its **"Learning through languages"** programme 2012-2015.

C1 : Competence in managing linguistic and cultural communication in a context of otherness

C2 : Competence in the construction and broadening of a plural linguistic and cultural repertoire

C1.1. Competence in resolving conflicts/ clarifying misunderstandings

C1.2. Competence in negotiation

C2.1. Competence in profiting from one's own inter-cultural / inter-language experiences

C2.2. Competence in applying more systematic and controlled learning approaches in a context of otherness

C1.3. Competence in mediation

C1.4. Competence of adaptability

C3. Competence of decentring

C5. Competence of distancing

C4. Competence in making sense of unfamiliar linguistic and/or cultural features

C6. Competence in critical analysis of the (communicative and/or learning) situation and activities one is involved in

C7. Competence in recognizing the "other" and otherness

Theoretical framework chosen by the FREPA authors:

Competences...

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

Skills

S 2.10	Can °identify [recognise]° specific forms of behaviour linked to cultural differences
---------------	--



This resource is necessary if one is to recognise that there is a problem (we have phrased this as “identify problematic behaviour”). The analysis / interpretation is based on:

S 1.7	Can analyse the cultural origin of different aspects of communication
S 1.8	Can analyse the cultural origins of certain behaviours



These are indeed the bases for an understanding of the problem. The expression “can analyse” is still a bit vague. Therefore, there is a need for resources dealing more precisely with comparison.

S 3.1	Can apply procedures for making comparisons	
S 3.1.1	Can establish similarity and difference between °languages / cultures° from °observation / analysis / identification / recognition° of some of their components	
S 3.9	Can compare communicative cultures	
S 3.9.2.1	Can compare one’s own language °repertoires / behaviours° with those of speakers of other languages	
S 3.9.2.2	Can compare one’s own non-verbal communication practices with those of others	
S 2.8.2	Can °identify [recognise]° one’s own cultural °specificities / references / affiliations°	



Arriving at the identification of the problem:

Knowledge

Being organised in three parts, the FREPA resources allow us to show the place of knowledge in skills: operations of analysis, comparison etc. are based on general cognitive operations on the one hand and on knowledge (and attitudes) on the other hand. Here are some relevant examples:










K 8.2	Knows that a number of cultures, more or less different, exist
K 10.7	Knows [is aware of] one's own reactions to (/ linguistic / language / cultural/) difference
K 10.3	Knows that cultural differences may underlie "verbal / non-verbal" "communication / interaction"
K 10.3.1	Knows that difficulties in communication caused by cultural differences may result in "cultural shock / cultural fatigue"
K 10.2	Knows that culture and identity influence communicative interactions
K 10.2.1	Knows that "behaviours / words" and the ways in which they are "interpreted / evaluated" are linked to cultural references
K 3.5	Knows that one's communicative competence originates from usually implicit knowledge of a linguistic, cultural and social nature
K 6.10	Knows that there are similarities and differences between "verbal / non-verbal" communication systems
K 8.4	Knows that the members of each culture define (partially) specific "rules / norms / values" about "social practices / behaviours"
K 10.5	Knows that the interpretation that others give to one's behaviours may be different from that which that same person himself / herself gives to that same behaviours



Attitudes

Numerous attitudes also have to come into play. They form a kind of attitudinal background which makes it possible to act in a context of otherness and allows the application of skills and the recourse to knowledge. It is hard to establish a precise list, but here are some examples:

... enabling us to engage in communication:

A 7.2	Readiness to engage in pluralistic (verbal / non-verbal) communication while following the conventions and rituals appropriate to the context	
A 7.3	Readiness to face difficulties linked to °plurilingual / pluricultural° situations and interactions	
A 7.3.1	Ability to deal (confidently) with that which is °new / strange° °°in the °linguistic / cultural° behaviour / in the cultural values°° of others	
A 7.3.2	Readiness to accept the anxiety which is inherent to °plurilingual / pluricultural° situations and interactions	
A 7.3.3	Readiness to live °linguistic / cultural° experiences which do not conform to one's expectations	
A 7.3.4	Readiness to experience a threat to one's identity [to feel loss of individuality]	
A 14.1	Feeling capable of facing °the complexity / the diversity° of °contexts / speakers°	
A 14.2	Being self-confident in a situation of communication (°expression / reception / interaction / mediation°)	
A 13.2.1	The will to (try to) manage the °frustrations / emotions° created by one's participation in another culture	

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

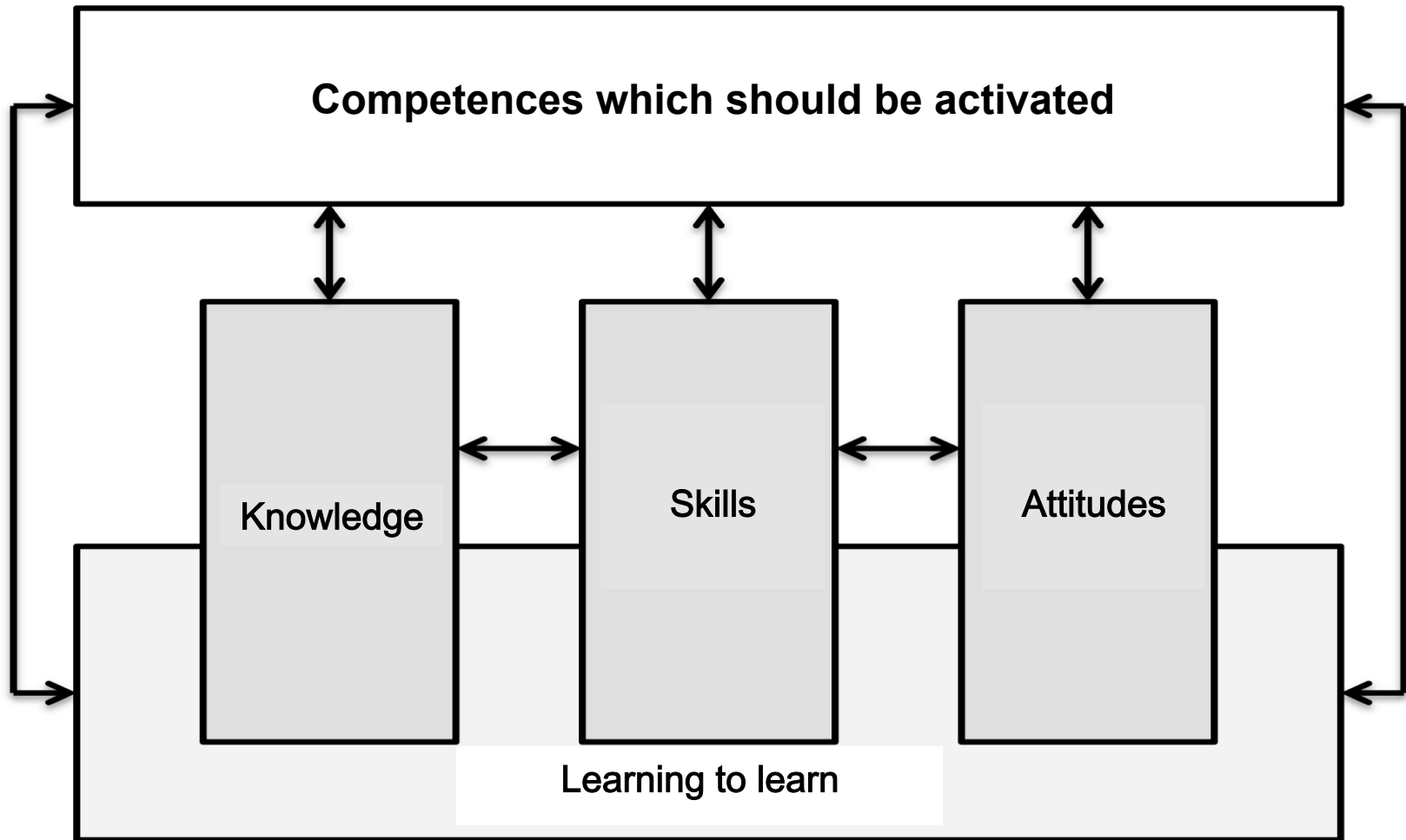
LEARNING
TO
LEARN

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

Development of competences and relations between the resources



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.

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

Step 5

FREPA Teaching materials

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

Search

CARAP Descriptors:

Step 1: S -	Step 2: S 3	Step 3: S 3.1
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Don't forget the school level !

Thematic domain:
(All)

Level of instruction:
Primary 2

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 an other criterium!
For example materials written in English.

🔍 **Pluralistic approach:**

(All) ▾

🔍 **Language of instruction used in the materials:**

English ▾

Pluralistic approach:

Awakening to languages ▾

Language of instruction used in the materials:

(All) ▾

Thematic domain:

animals ▾

You may also ask for
one specific pluralistic approach...
For example only materials
corresponding to
Awakening to languages...

And why not a thematic domain,
like **animals** ?

CARAP Descriptors:

Step 1:

S - ▾

Step 2:

S 3 ▾

Step 3:

S 3 ▾

Pluralistic approach:

Awakening to languages ▾

Language of instruction used in the materials:

(All) ▾

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):

- a given individual [has] *a plurilingual and pluricultural competence encompassing the full range of the languages available to him/her*
- *considerations and measures relating to curricula [...] should also be approached in terms of their role in a general language education :*
 - *linguistic knowledge (savoir)*
 - *skills (savoir-faire)*
 - *the ability to learn (savoir-apprendre)*

play a transversal or transferable role across languages.

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 User	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.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can engage in simple dialogues.

But the descriptors provided by the CEFR deal 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 CEFR

ContentPane

This country page offers an overview about developments in Slovenia and documents available in Slovenian. This page is only available in Slovenian.

ROPP (Referenčni okvir za pluralistične pristope k jezikom in kulturam) in pluralistični pristopi v Sloveniji

Stran nudi pregled razvoja pluralističnih pristopov v Sloveniji in gradiv v slovenskem jeziku.

Pregled projekta ROPP:

Za kaj gre? Gre za izčrpen opis in konkretno uporabo večjezičnih in medkulturnih kompetenc ter virov, ki jih pri pouku najboljše razvijamo s t. i. pluralističnimi pristopi. Na ta način Referenčni okvir za pluralistične pristope (ROPP) pomembno pripomore k doseganju izobraževalnih ciljev Sveta Evrope za področje jezikov in kultur.

Kaj so pluralistični pristopi? Izraz pluralistični pristopi k jezikom in kulturam se nanaša na didaktične pristope, ki v učnem procesu vključujejo sočasno rabo več (ali vsaj več kot ene) različic jezikov ali kultur. Asproti temu pristopu so... **več**.

Kdo bi moral poznati Okvir za pluralistične pristope (OPP)? Učitelji vseh predmetov, ki jih zanima večjezično in medkulturno izobraževanje, izvajalci usposabljanj za učitelje, odločevalci, snovalci kurikulumov, avtorji učnih načrtov in učbenikov.



Discussion on current practices and possibilities of implementation in Slovenia

1) In the principles and examples presented, what elements can be linked to the Slovenian curriculum /the aims of language learning in Slovenia ?

- 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

Discussion on current practices and possibilities of implementation in Slovenia

How are pluralistic approaches to languages and cultures integrated in Slovenian schools and in teacher education? 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

	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

3) How could the FREPA descriptors be used in foreign languages 1 and 2 and in language teacher training?

Discussion on current practices and possibilities of implementation in Slovenia

1) What elements can be linked to the Slovenian curriculum?

2) How could pluralistic approaches be integrated in Slovenian schools and in teacher education?

3) How could the FREPA descriptors be used in foreign languages 1 and 2 and in language teacher training?



Programme

6 June 2014, 9.00-17.00

Group 2 (for those who were present the first day):

You will work in three subgroups: foreign languages 1, foreign languages 2 and language of schooling.

Within these subgroups you will define 18 learning objectives based on the FREPA descriptors and your existing curriculum (6 learning objectives for knowledge, 6 for attitudes and 6 for skills).