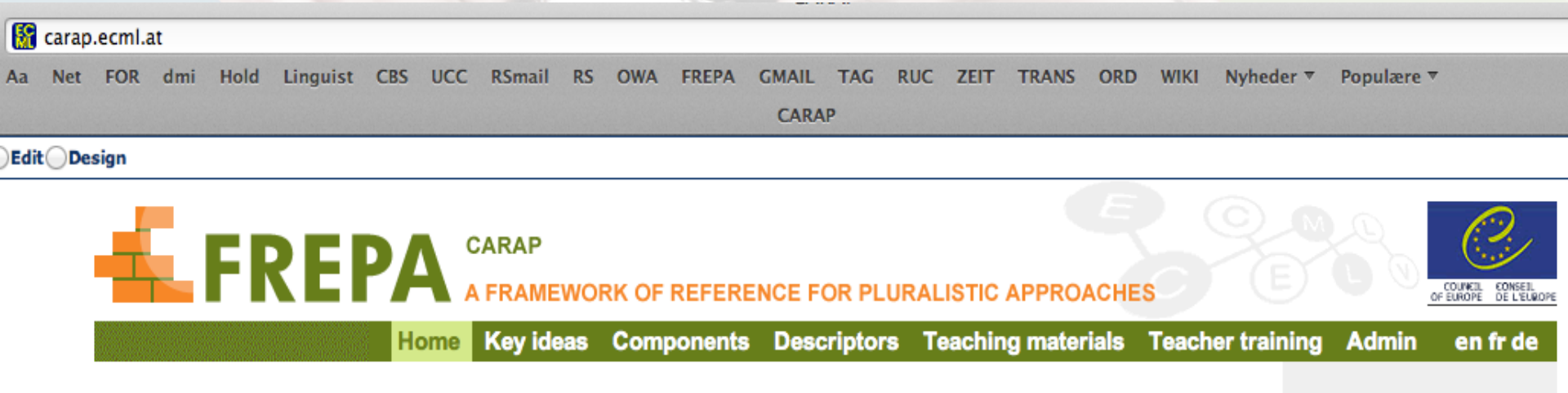
Petra Daryai-Hansen

FREPA (*Framework of Reference for Pluralistic Approaches to Languages and Cultures*): A Set of Instruments to Develop Plurilingual and Intercultural Competences

Objectives:

- to discover pluralistic approaches as learners by using teaching materials from the *FREPA database*
- to explore the FREPA-reference document: *FREPA – competences and resources*
- to reflect on the FREPA tools' relevance in your context
- to explore the Maltese FREPA-Country Page and Maltese teaching material



Step 1

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

The plurilingual mouse

This is the story of a mouse in two different languages.
Try to identify the languages, and try to translate the story into English.

The story of a mouse	English
A Musegschicht Ä Muus spaziert mit ihrem Chlyne dür ds Huus. Plötzlech ghöre si ä Chatz. Ds Chlyne het scham par Angscht. D Chatz chunnt necher. D Muetter seit zum Chlyne : « Häb nid Angscht u los ! » Vor ihrem verduzte Chlyne faht si afa bäue : « Wu wu, ». D Chatz springt uf dr Steu drfo, säuber et. Drufabe seit d Muetter zum Chlyne : , äs isch gäbig zwöischprachig z sy. »	

Pair Work!

Enjoy!

Step 1

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

Have a look at the keys !!!

This is the story of a mouse in two different languages.
Try to identify the languages, and to translate the story into English.

The story of a mouse	English
A Musegschicht (Swiss German) Ä Muus spaziert mit ihrem Chlyne dür ds Huus. Plötzlech ghöre si ä Chatz. Ds Chlyne het scham par Angscht. D Chatz chunnt necher. D Muetter seit zum Chlyne : « Häb nid Angscht u los ! » Vor ihrem verduzte Chlyne faht si afa bäue : « Wu wu, wu wu… ». D Chatz springt uf dr Steu drfo, säuber verängschtiget. Drufabe seit d Muetter zum Chlyne : « Gsehsch, äs isch gäbig zwöischprachig z sy. »	**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! »
Una historia de ratones (Spanish) Un ratón se pasea por la casa con su ratoncillo. De repente, oyen a un gato. El ratoncillo tiene mucho miedo. El gato se acerca. La mamá dice a su ratoncillo : « ¡ No tengas miedo y escucha! » Y, delante de su sorprendido pequeñin se pone a ladrar : « Guau guau, guau guau… » El gato aterrorizado se marcha enseguida corriendo. La mamá dice a su ratoncillo : « ¡Has visto lo útil que es ser bilingüe! »	

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…

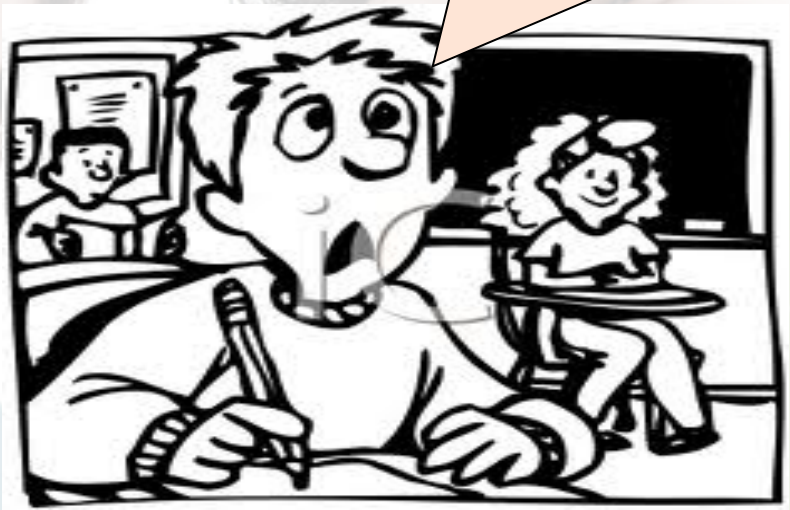
We have seen that…

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 !)

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

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

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…

Can you find any link 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.

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.

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 :

- ***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 already can do.

Hereby 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 ap… which… activities are concerned with languages h… all kinds of status……

This is what we did with the plurilingual mouse!

…h… intend to teach …

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.

From:
Les langues du Monde au Quotidien - Cycle 2, SCEREN (2006, 2012).

Research task : Title in Chinese

Identifying ,locating selecting

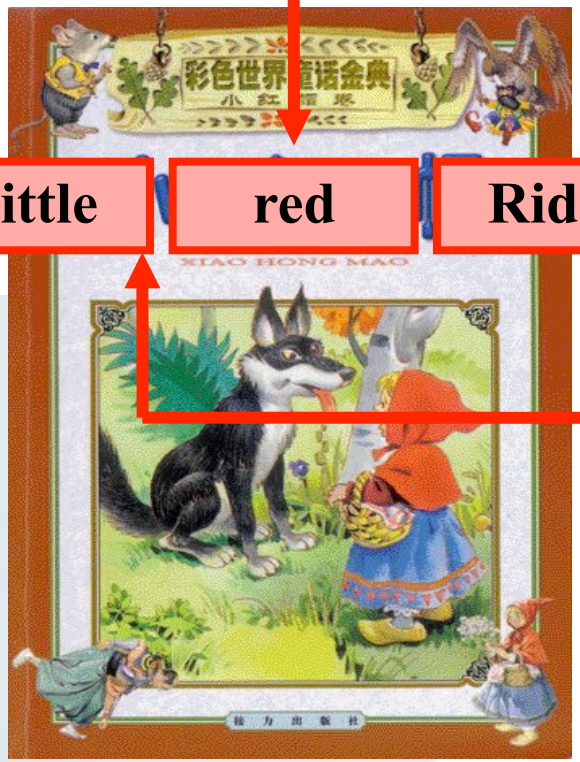
Find the word “red”

Find the word “little”

- Séance

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	
桃 红	老

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 (Kursiša & Neuner 2006)

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?

Ü 3 **Wo steht das Modalverb? Wo steht das Verb? Schreiben Sie die Sätze Nr. 3 ebenso wie Nr. 1 und 2.**

Exercise 3: Where is the modal verb located? Where is the verb? Write down the sentences of nr. 3, also nr. 1 and 2.

1 He can play guitar.
Er kann Gitarre spielen.

2 May I have your pencil?
Kann ich deinen Bleistift haben?

3 I must write this letter in Spanish.
Ich muss diesen Brief auf Spanisch schreiben.

Ü 4 **Formulieren Sie die Regel zum Satzbau mit Modalverben im Deutschen.**

Exercise 4: Formulate the rules of the syntax with modal verbs in German.

Ü 5 **Schreiben Sie die Wörter in der richtigen Reihenfolge.**

Exercise 5: Write down the words in the right order

a) . · wieder · im Chor · Ich · singen · will — Ich will wieder im Chor singen.

b) . · parken · Man · keine Autos · hier · darf

c) . · muss · Dein Freund · schlafen · auf der Couch

d) ? · präsentieren · uns · Sie · Können · Ihr Projekt

Deutsch ist easy! 00.1869 © 2006 Max Hueber Verlag

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)

...ed 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 ……

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

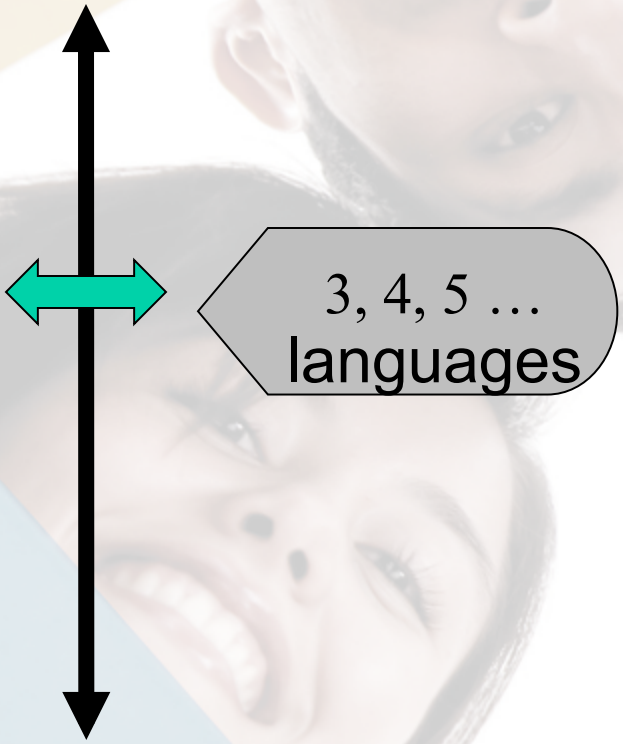
Communicative competence

2, 3 …
languages

Integrated didactic approach

Global metalinguistic abilities
Receptiveness towards diversity

Communicative competence

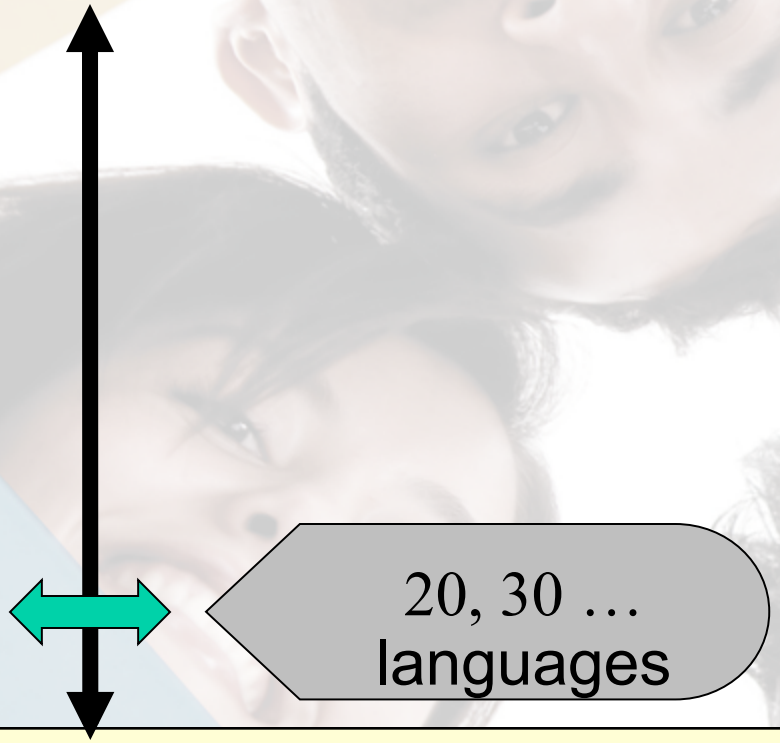


Intercomprehension between related languages

Global metalinguistic abilities
Receptiveness towards diversity

Communicative competence

(indirectly, through developing learning abilities)



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

Step 1

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

	nows that each language has its own, partly ecific, way of °perceiving / organising ° reality
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	an use knowledge and skills already mastered in e in activities of °comprehension / nother language
	K an have a °multiple / plural / A multilingual / multicultural°
S 3. 10.4	**e different cultural practices**

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

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

A Framework of Reference for Pluralistic Approaches to Languages and Cultures

La souris multilingue

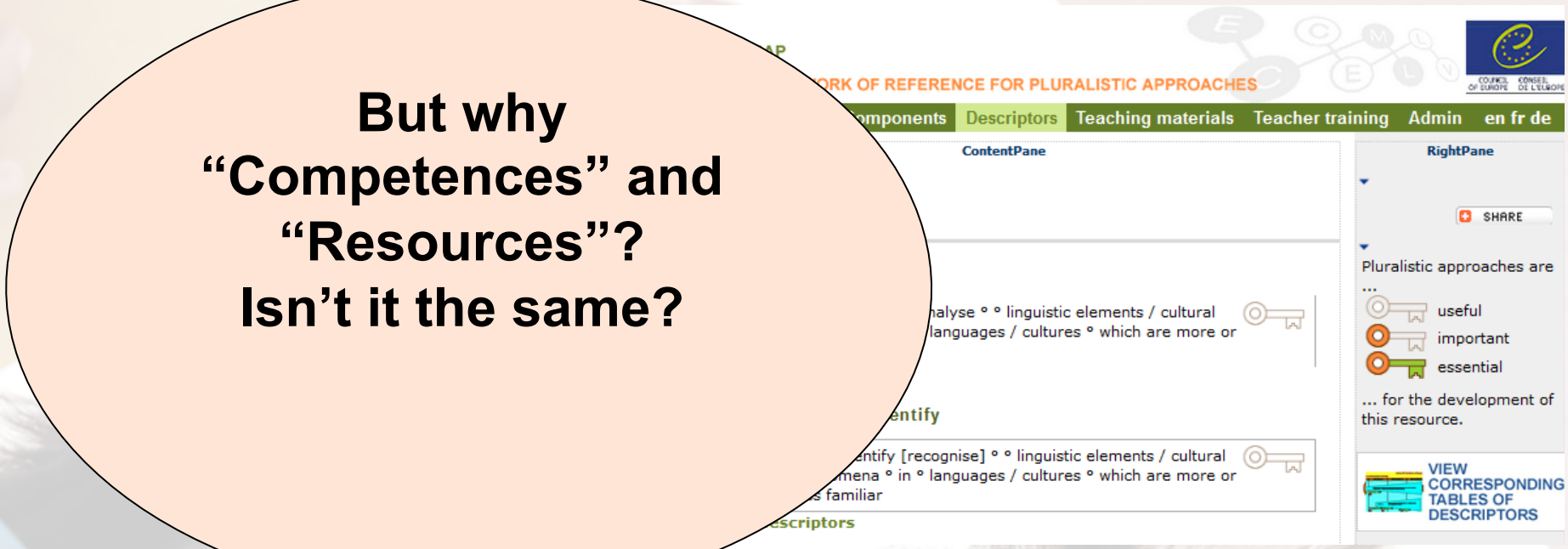
Short description
The activity wants to sensitize the learner for foreign languages. The story is available in ten different languages. The learner gets the story in at least two languages which he does not know. Then he is requested to find hints to relate the text with the correct language...

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

But why “Competences” and “Resources”? Isn’t it the same?



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

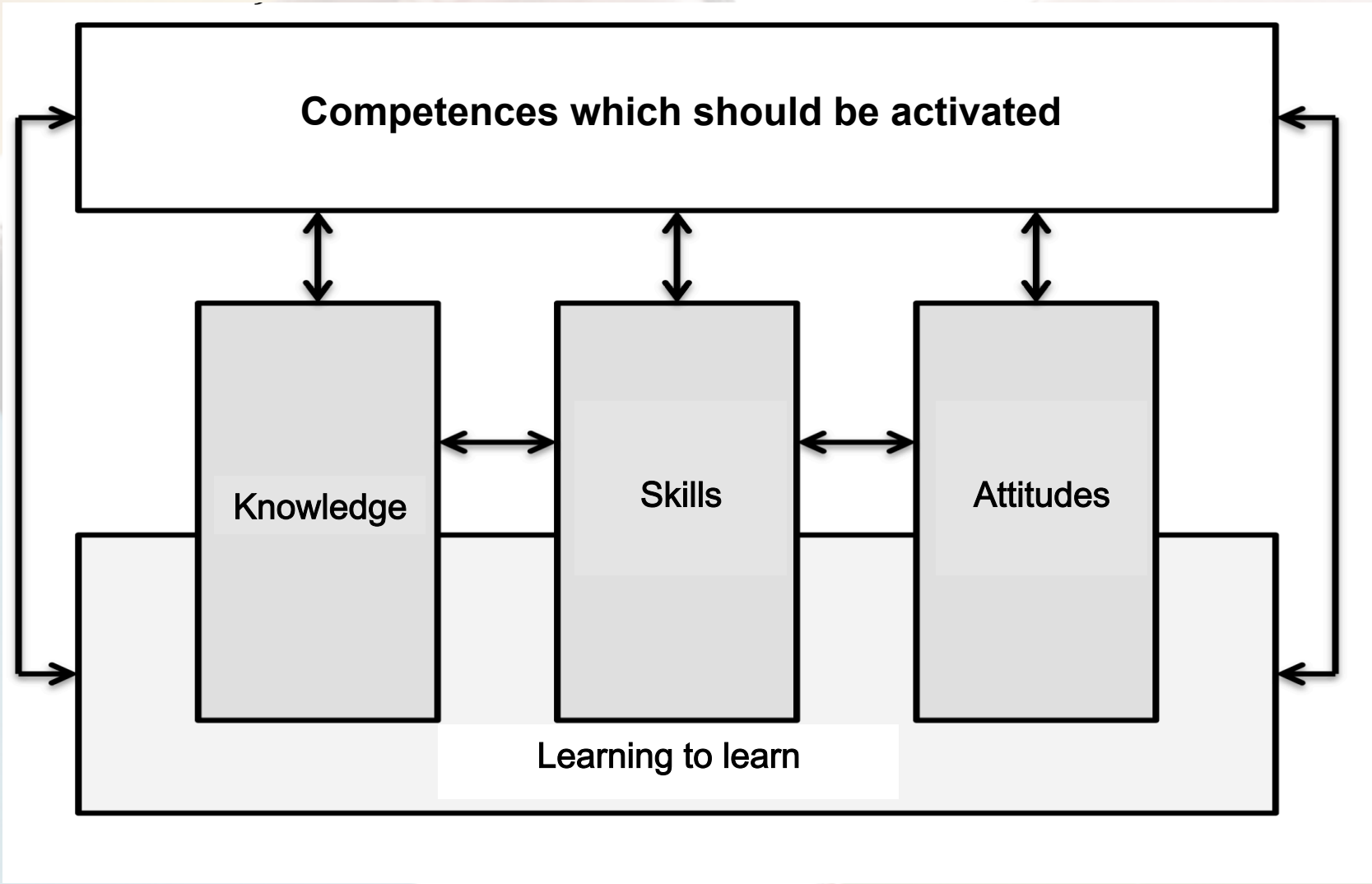
LEARNING TO LEARN

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

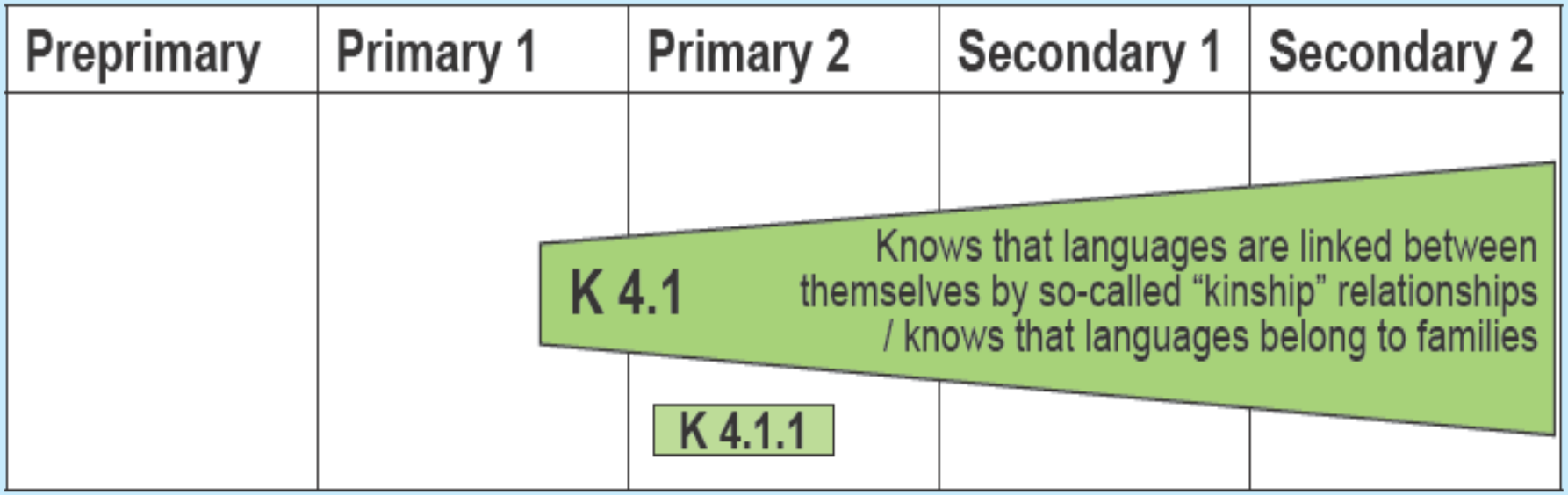
Developement of competences and relations between the resources



Schema:
Martinez 2012

FREPA - Tables of descriptors across the curriculum

At what stage of schooling should the resources be trained?



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

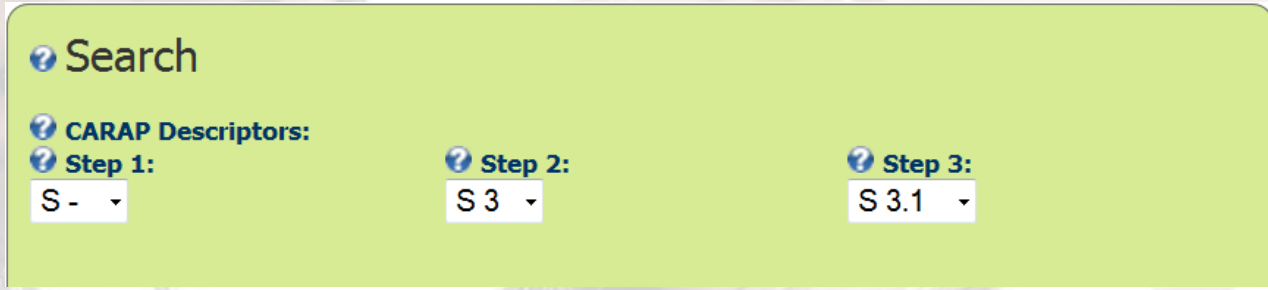
FREPA Teaching materials

Sorry, but, what can we do, once we have discovered resources we find relevant for our learners among the FREPA descriptors?

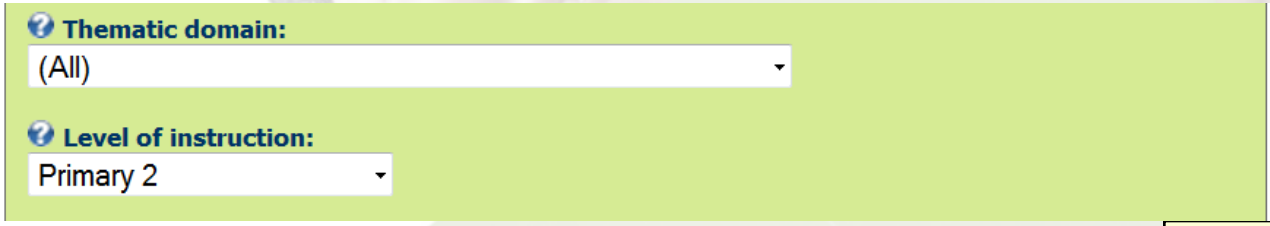
We need teaching materials which enable us to help them to develop these resources!

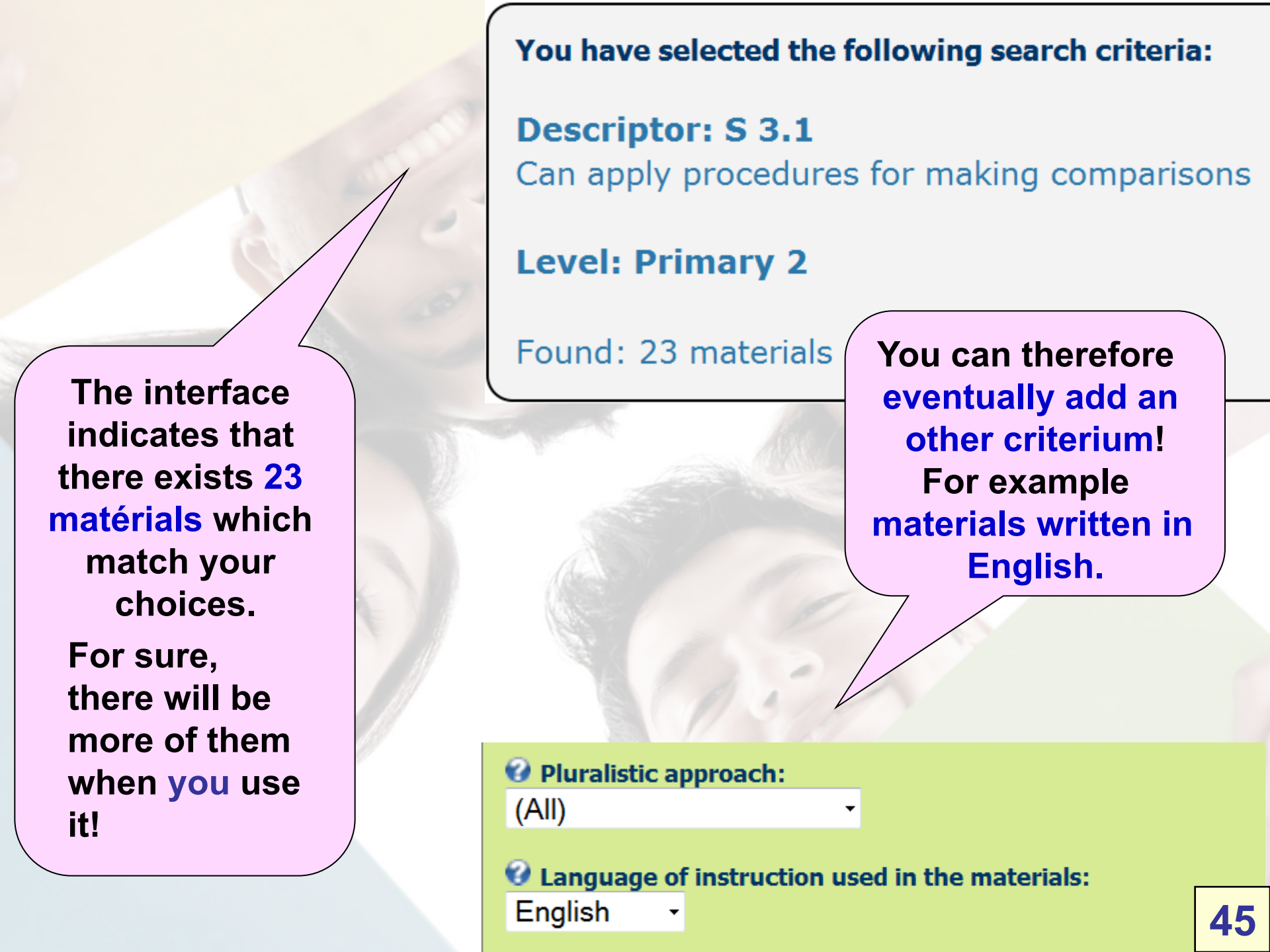
Let's imagine you are interested in the descriptor S 3.1 *Can apply procedures for making comparisons …* For children by the end of primary school.

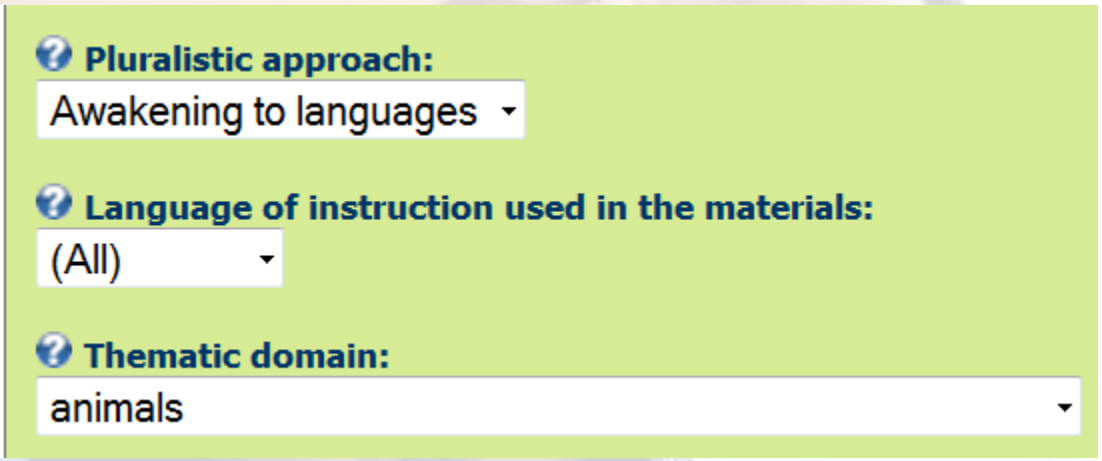
You select S-
… then S 3
… then S 3.1



Don't forget the school level !

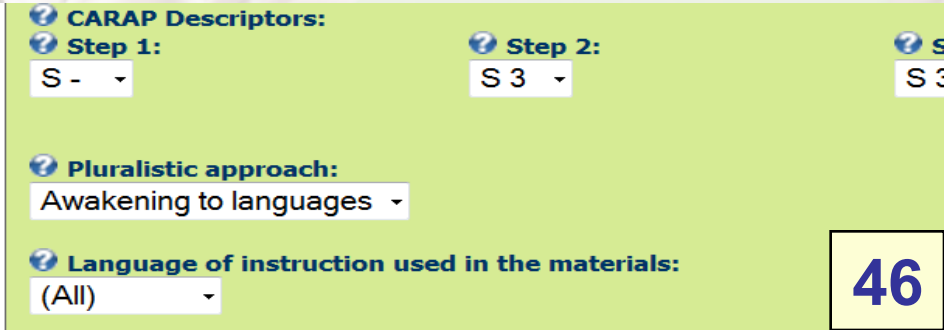



You have selected the following search criteria:
Descriptor: S 3.1
Can apply procedures for making comparisons
Level: Primary 2
Found: 23 materials
The interface indicates that there exists 23 matérials which match your choices.
For sure, there will be more of them when you use it!
You can therefore eventually add an other criterium! For example materials written in English.
Pluralistic approach:
(All)
Language of instruction used in the materials:
English



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** ?



Under the selection interface a list of teaching materials appears, which are presented very briefly.

If you click on “View details” for the card you are interested in…

Adivina quién habla esta lengua

This activity requires the understanding of a short text (completion of a cloze passage using words proposed in the instructions).

Themes:
Geography, history of languages/language families, minority

Languages: Spanish

(0 ratings, 0 comments)

View details

Animals speech in human languages

The Students have to reflect upon the diversity of phonetic systems which exist in different languages. This is done through the recognition and interpretation of several animal sounds produced by speakers of the students' native language and by foreign speakers in various languages. In this connection, the students get familiarized with the concept of onomatopoeia.

Themes:
animals, Language families, phoneme/phonetics

Languages: English, Polish

(0 ratings, 0 comments)

View details

… a more detailed card will appear, with many indications, such as….

The resources which can in our opinion be developed by this material.

If you cannot open it, copy this link: http://carap.ecml.at/LinkClick.aspx?fileticket=4pirTyFFRsE%3d&tabid=3063&language=fr-FR

A more detailed summary.

The type of approach and of materials used.

The origin of the material.

And a link for downloading. Click !

Animals speech in human languages

Short description
The Students have to reflect upon the diversity of phonetic systems which exist in different languages. This is done through the recognition and interpretation of several animal sounds produced by speakers of the students' native language and by foreign speakers in various languages. In this connection, the students get familiarized with the concept of onomatopoeia.

Level of instruction
Primary 2

Themes
animals, Language families, phoneme/phonetics

Languages
English, Polish

(0 ratings, 0 comments)

CARAP Descriptors

A 2.2.1.1 A 4.1 A 4.2 A 4.3.1 A 12.3 A 12.4	K 1.2.1 K 1.3 K 1.3.1 K 1.5 K 3.1.1 K 5.2 K 6.5	S 1.2.1 S 1.3 S 2.1 S 2.2.2 S 2.5.1 S 2.5.2 S 3.1 S 3.2 S 3.3 S 7.7.4

Description
The Students have to reflect upon the diversity of phonetic systems which exist in different languages. This is done through the recognition and interpretation of several animal sounds produced by speakers of the students' native language and by foreign speakers in various languages. In this connection, the students get familiarized with the concept of onomatopoeia.

In a first step, the students imitate animal sounds in their native language and learn about the difference between an animal's voice and its imitation. In the next step, the students imitate animal voices in various languages and tell the difference between them and onomatopoeia.
In tasks 3 to 6 they recognize similar onomatopoeic transcriptions produced in different languages and animal sound and identify the animals they belong to. Furthermore, the students compare onomatopoeic renderings of various languages and become aware of differences and similarities according to the phonetic system of each language. They find out that there are different onomatopoeic transcriptions in one language spoken in various countries.
Finally, the students advance hypothesis about language similarities by comparing

Approach: Awakening to languages

Type of material: Iconic documents, sounds

Source:
E. Gajek, E. Kurowska, A. Murkowska, M. Szpotowicz & A. Walewska. Janua-Lingua Program. Warsaw, September 2002

ANIMALS SPEECH IN HUMAN LANGUAGES (English)

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):

- **argues that a given individual has "*a plurilingual and pluricultural competence encompassing the full range of the languages available to him/her*"**
- **suggests that "*considerations and measures relating to curricula [...] should also be approached in terms of their role in a general language education, in which linguistic knowledge (savoir) and skills (savoir-faire), along with the ability to learn (savoir-apprendre), play not only a specific role in a given language but also a transversal or transferable role across languages.*"**

But the descriptors provided by the CEFR are dealing 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 the CEFR!

The relevance of Pluralistic approaches and FREPA tools in Malta

Malta

Metodoloġiji plurali għal-lingwi u l-kulturi
Kompetenzi u riżorsi
Id-Database
Il-kitt għat-taħriġ online

All Countries

Back to the list of countries

LEARNING THROUGH LANGUAGES
2012 2015
APPRENDRE PAR LES LANGUES
LERNEN DURCH SPRACHEN

This country page offers an overview about developments in Malta and documents available in Maltese.

Informations and materials in ENGLISH

Qafas ta' Referenza għall-Metodoloġiji Plurali (QREMP)

għal-Lingwi u l-Kulturi ġewwa Malta

Din il-paġna tagħti daqqa t'għajn lejn xi progressi li saru f'Malta u l-materjal li huwa possibbli ssib bil-Malti jew bl-Ingliż.

Daqqa t'għajn lejn il-QREMP:

X'inhu? Huwa deskrizzjoni kompluta li timplimenta b'mod konkret il-kompetenzi plurilingwi u interkulturali u r-riżorsi li jistgħu jiġu żviluppati fit-tagħlim grazzi għall-metodoloġiji plurali. Għaldaqstant il-QREMP jikkontribwixxi b'mod sostanzjali biex jintlaħqu l-għanijiet edukattivi maħsuba mill-Kunsill tal-Ewropa f'dak li għandu x'jaqsam mal-lingwi u l-kulturi.

X'inhuma l-metodoloġiji plurali? Il-metodoloġiji plurali għal-lingwi u l-kulturi huma metodoloġiji didattiċi li jinvolvu l-użu ta' bosta (jew għallinqas aktar minn waħda) lingwi u kulturi fl-istess ħin waqt il-proċess tat-tagħlim...**Aktar...**

Min għandu jkun jaf dwar il-QREMP? L-għalliema tas-suġġetti kollha li għandhom interess fl-edukazzjoni plurilingwi u interkulturali. Dawk li jħarrġu lill-għalliema, dawk li jieħdu deċiżjonijiet fil-kamp tal-edukazzjoni lingwistika, dawk li jfasslu l-kurrikulu u l-programmi skolastiċi kif ukoll kittieba ta' kotba għat-tagħlim.

NEW !!! The discovery module in English
See under Teacher training

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Aktar dwar l-attivitajiet tal-ECML