EMPOWERING LANGUAGE PROFESSIONALS
VALORISER LES PROFESSIONNELS EN LANGUES
SPRACHLEHRENDE IN IHRER ROLLE STÄRKEN

CONBAT+

CONTENT BASED TEACHING + PLURILINGUAL/CULTURAL AWARENESS

The plurilingual dimension in ConBaT+

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30.09.2010

1. Landmarks for a plurilingual and pluricultural competence

Plurilingualism as a principle for language education policies

- **Two main texts (Council of Europe)**
  - *THE COMMON EUROPEAN FRAMEWOK OF REFERENCE FOR LANGUAGES (2000)*
  - *FROM LINGUISTIC DIVERSITY TO PLURILINGUAL EDUCATION: GUIDE FOR THE DEVELOPMENT OF LANGUAGE EDUCATION POLICIES IN EUROPE (2003-REVISED 2007)*

- **Two basic principles**
  - developing plurilingual awareness and intercultural communication
  - Including and developing linguistic repertoires
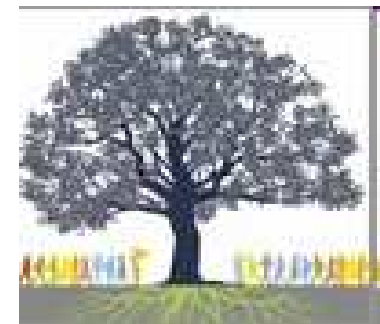
The plurilingual and pluricultural competence

• Plurilingual repertoires often reduced to **juxtaposed monolingual abilities**

•The Council of Europe recommends that languages be treated **as a whole**

• **A person**'s plurilingual competence is **viewed as a social agent, has proficiency, of varying degrees, in several languages and experience of several cultures**" (*CEFRL*, Council of Europe, 2001, p. 168)

A Dynamic Model of Multilingualism (DMM- Herdina and Jessner, 2002)

• DMM provides a model of multilingual proficiency based on a **wholistic synthetic approach to multilingualism**.

• Language systems do not coexist without influencing each other

•A definition of linguistic awareness in multilinguals would have to include **cross-linguistic awareness and metalinguistic awareness.**

Language(s) awareness : a definition

• LA consists in learning ABOUT languages all along the curriculum and in any/ all subject(s)

• LA aims at
    – making explicit and conscious the knowledge and skills pupils have themselves built in the course of their experience of language
    – highlight the link between languages, communication and citizenship
    – establish notions of equality and acceptance of diversity at the earliest age possible.

Language awareness : historical landmarks of the approach in Europe

- *British Language Awareness Movement* (1978 - 1990):
- Extension in continental Europe (1990-2000): Germany, Austria, Italy, France
- **European projects** (1996-2004): *Evlang*; "The Door to languages" (*Janua Linguarum)*
- Programs of the *European Center for Modern Languages* (Council of Europe) : *Language Educator Awareness* (LEA- 2004-2008) ; *Conbat+* (2008-2011)
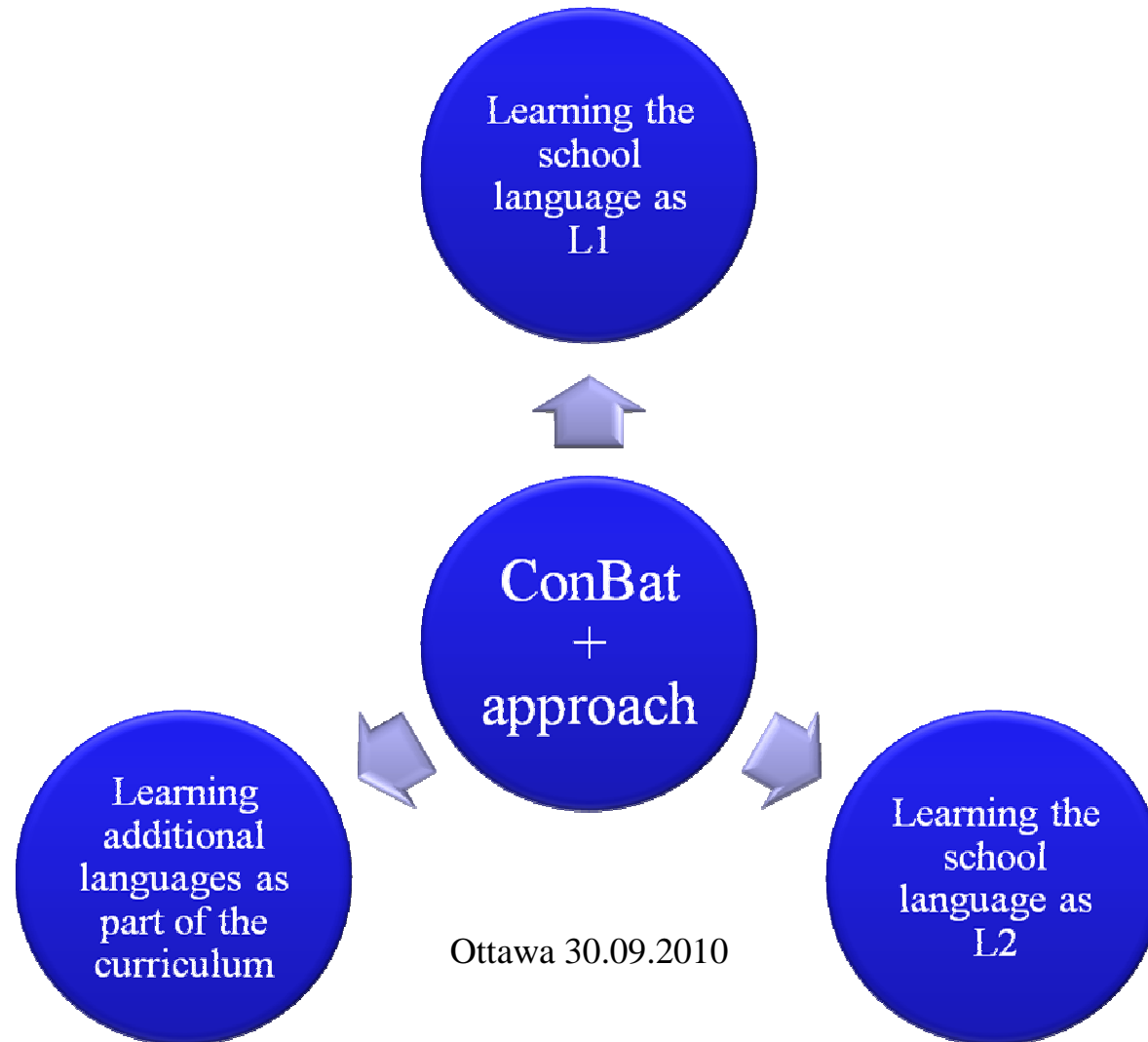
2. Plurilingualism in Conbat+
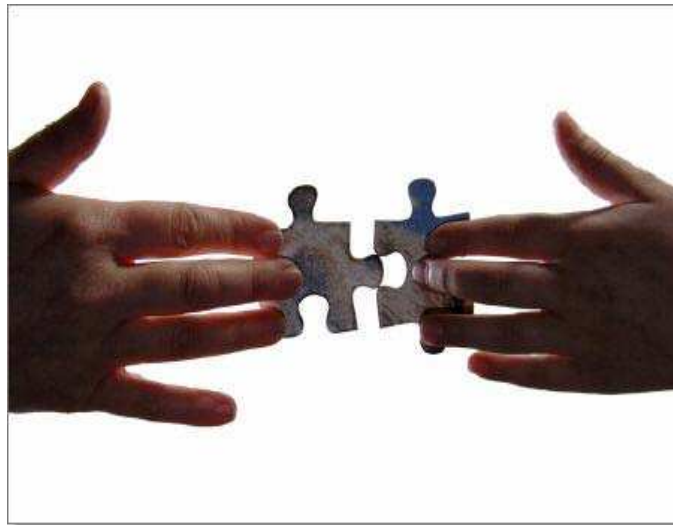
Plurilingualism and content

Whatever the situation and content:

– plurilingualism and content-based language teaching
  are **NOT** options

– they are relevant to **any/all learner(s)**

– They are based on **a language(S) sensitive curriculum**

– Subject-content, language use, (meta)linguistic skills
  and learning strategies are involved **simultaneously**

ConBat + = Plurilingualism AND content

Learning the school language as L1

ConBat + approach

Learning additional languages as part of the curriculum

Learning the school language as L2

Ottawa 30.09.2010

Requisites for a plurilingual, content-based approach

– Awareness

– Attitude & Motivation

– Curriculum

– Teaching strategies

– Materials and resources

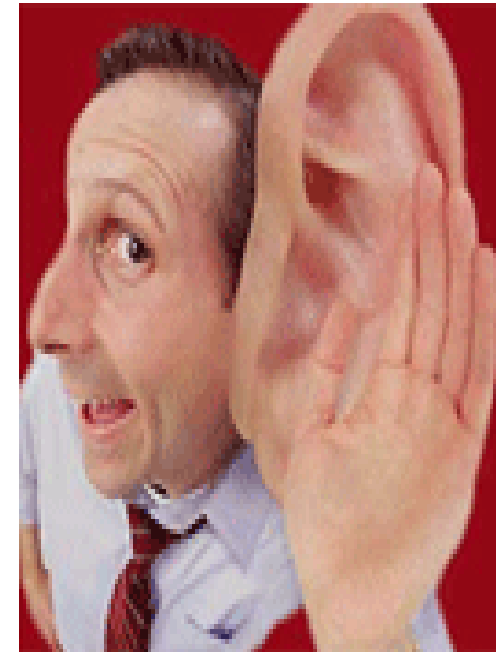# Requisites for a Plurilingual, Content-based approach

– Awareness
- Readings
  - Studies on plurilingualism & content-based approach
  - Life & Teaching Experiences
- Lectures
- Reflection
  - Individual
  - Groups of teachers.
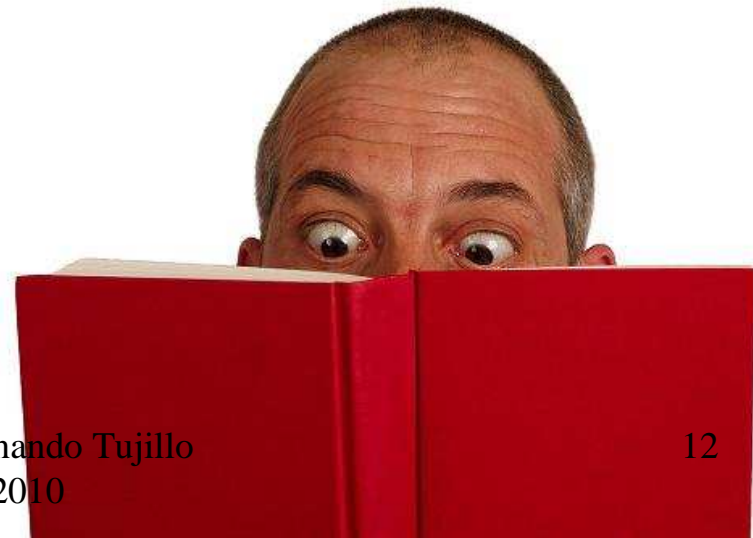
Requisites for a Plurilingual, Content-based approach

– Positive Attitudes & Motivation

- "Hear" the languages of your classroom

- Narration of teachers' successful experiences

- Support from teachers' associations, administration,…

- International projects

Requisites for a Plurilingual, Content-based approach

– Curriculum
  - Influence the development of policies through a bottom-up approach
- School organization:
  – School as a multilingual space
  – Teacher training in languages & cultures
  – Team teaching
- Content: a competence-based approach
  – Communicative competence as a school objective
  – Whole-school linguistic project
  – Integration every language spoken at school
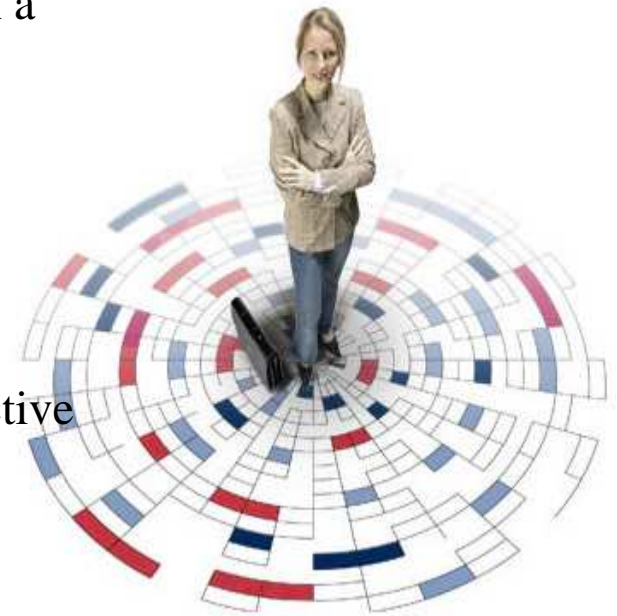
Requisites for a Plurilingual, Content-based approach

– Teaching strategies

- A task & project-based approach
- Cooperative learning
- ICT
- Rich socialization
    - Going out of the school to learn from the community
    - Bringing in the community to help us learn
- Assessment
    - Portfolios
- …

Requisites for a plurilingual, content-based approach

Materials and resources

- Time for the development of materials
- School library
- Internet as a source of information
- Peer coaching
- Community cooperation
- International projects

Let's conclude with samples..

Look for the meaning of these words in a dictionary and try to guess which language they were borrowed from
- avalanche : ----------------
- canyon : ------------------
- fjord : --------------------
- geyser : -------------------
- golf : ----------------------
- iceberg : ------------------
- jungle : -------------------
- toundra : -----------------

(from *Motion in the Ocean* by Martine Kervran)

- Tell a partner about personal taste: Do you like coffee? Do you ever drink coffee? Do you like the taste of coffee?

- Track information on coffee in entries from an etymological dictionary

- Translate *coffee and milk in at least 15 languages and analyse / compare* results

(from *Coffee,* by Christoph Suter)