

Adding a plurilingual dimension to Content Based Teaching

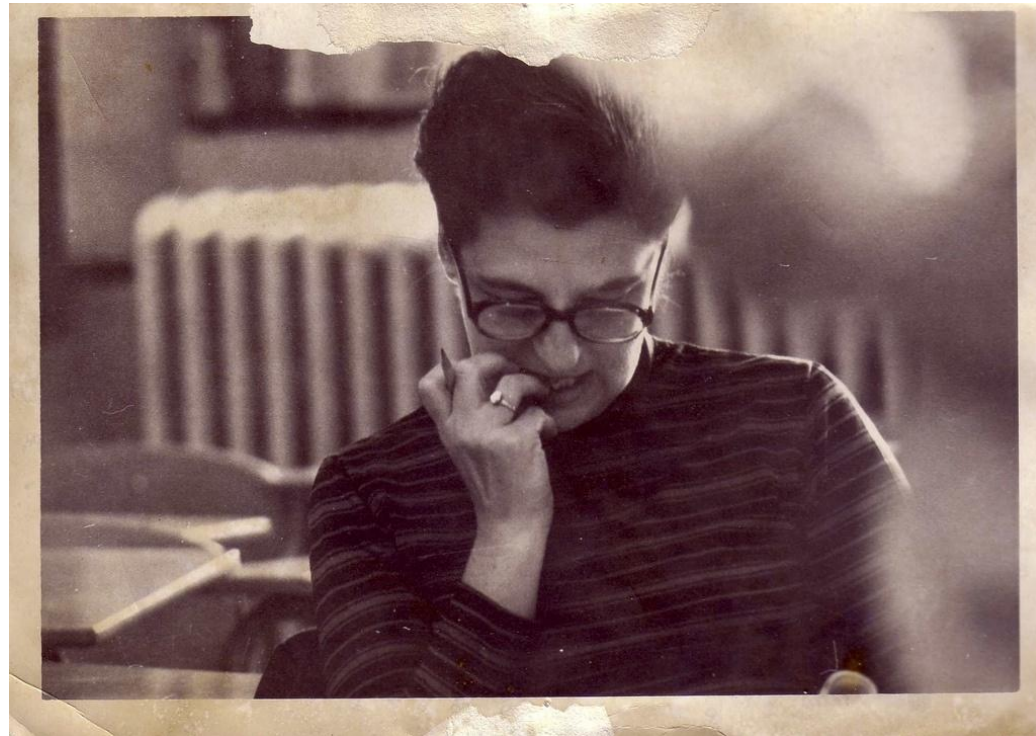
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Are we “normal people”?





That's the way people see us



But, who are the “strange people”?
The plurilingual people?



Or the monolingual people?



We are for Plurilingualism

That's why we're building
bridges with ConBaT+



The aims

- To raise plurilingual, pluricultural and intercultural **COMPETENCE** among primary and secondary school teachers and their pupils.
- To empower teachers to create **QUALITY** cross-curricular materials in English, French, and Spanish, as an L2, for primary and secondary school learners.
- To introduce the **LANGUAGES** and **CULTURES** present in the classroom into a number of subjects.
- To motivate teachers to **IMPACT** on a reform of language learning and teaching.
- To strengthen professional **NETWORKS** by providing several international and national meetings.

The project and the team

ECML, third medium term programme 2008-2011

- Mercè Bernaus, Universitat Autònoma de Barcelona - Coordinator.
- Martine Kervran, IUFM De Bretagne, France.
- Sofie Jonckheere, Regional Integration Center Foyer, Brussels.
- Áine Furlong, Waterford Institute of Technology.
- Fernando Trujillo, Universidad de Granada – expert advisor.
- Peter MacIntyre, Cape Breton University – expert advisor.

ConBat + “Bridgers”



ConBaT +

- In multilingual and multicultural Europe language teaching is the key to a successful school experience for
 - Native speakers learning their L1 at school
 - Speakers of other languages learning the school language as a new language
 - Students learning foreign languages
 - Students with specific needs learning their L1, an L2 or FL(s).

ConBaT +

- In any of these situations
 - PLURILINGUALISM and CONTENT-BASED LANGUAGE TEACHING are NORMAL RESOURCES FOR ANY CONTEXT.



ConBaT +

- In any of these situations
 - PLURILINGUALISM and CONTENT-BASED LANGUAGE TEACHING are NOT options
 - They represent two BASIC QUALITY FEATURES of school systems which
 - Try to empower every student regardless of the language they may speak
 - Try to make school a successful experience of personal development for every student

ConBaT +

- However, Plurilingualism & Content-based Language Teaching are still not common in language teaching practice
 - Despite the research support (Cummins, Byram, Marsh,...)
 - Despite the political support (Council of Europe)



ConBaT +

- The problem with Plurilingualism
 - It runs against the logic of the Nation-State, National Languages and National (Linguistic) Identities.



ConBaT +

- The problem with Plurilingualism
 - It runs against the logic of the Nation-State, National Languages and National (Linguistic) Identities.
 - Political parties make a case on nationalism and its symbols, language being the most representative one.
 - The school, as a reproduction system, resists against the idea of considering, incorporating or empowering “other” languages

ConBaT +

- The problem with the Content-based Approach
 - It runs against the logic of “Linguisticism” and the image of Language Teachers as experts.



ConBaT +

- The problem with the Content-based Approach
 - It runs against the logic of “Linguisticism” and the image of Language Teachers as experts (not subordinated to other “academic fields”)
 - A view of language teaching in need of the texts of other academic fields may logically lead to the disappearance of the language expert versus “curricular experts” with language proficiency and certain “language teaching skills”.

ConBaT +

- Solution to these problems are not under the scope of any single project.
 - They belong to the sphere of social change which requires
 - Socio-political, educational and even economical measures and changes to occur.



ConBaT +

- The possible contribution of ConBaT + to the solution of these problems may be
 - TO SHOW THAT A PLURILINGUAL, CONTENT-BASED APPROACH IS FEASIBLE.



ConBaT +

An approach to the approach

What ConBaT + is not



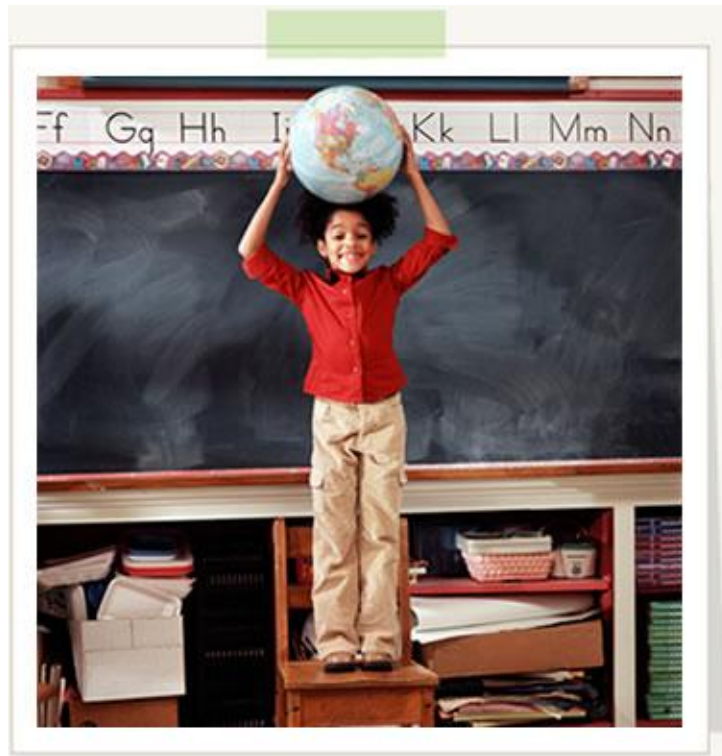
What it is not

- ConBaT + is not just CLIL or EMILE or AICLE
 - Not CLIL because it is not just a question of language or content
 - Not EMILE or AICLE because it is not just a question of “foreign languages”

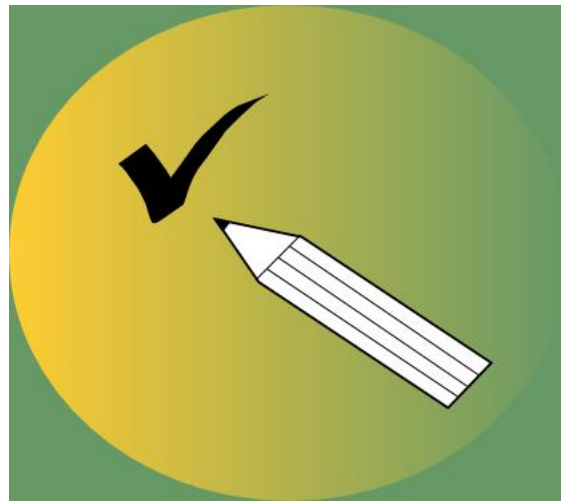
What it is not

- ConBaT + is not just plurilingualism
 - Because it is
 - not only related to language awareness or attitudes but to language learning
 - Not only related to “foreign” languages but to the learners’ mother tongue or community languages

What it is not
ConBaT + is not
ideologically neutral



What ConBaT + is



Ideologically, ConBaT + is

- open-minded,
- respectful and tolerant,
- socially concerned,
- intercultural,
- empathetic to the other,
- a choice to engage ...



What ConBaT + is

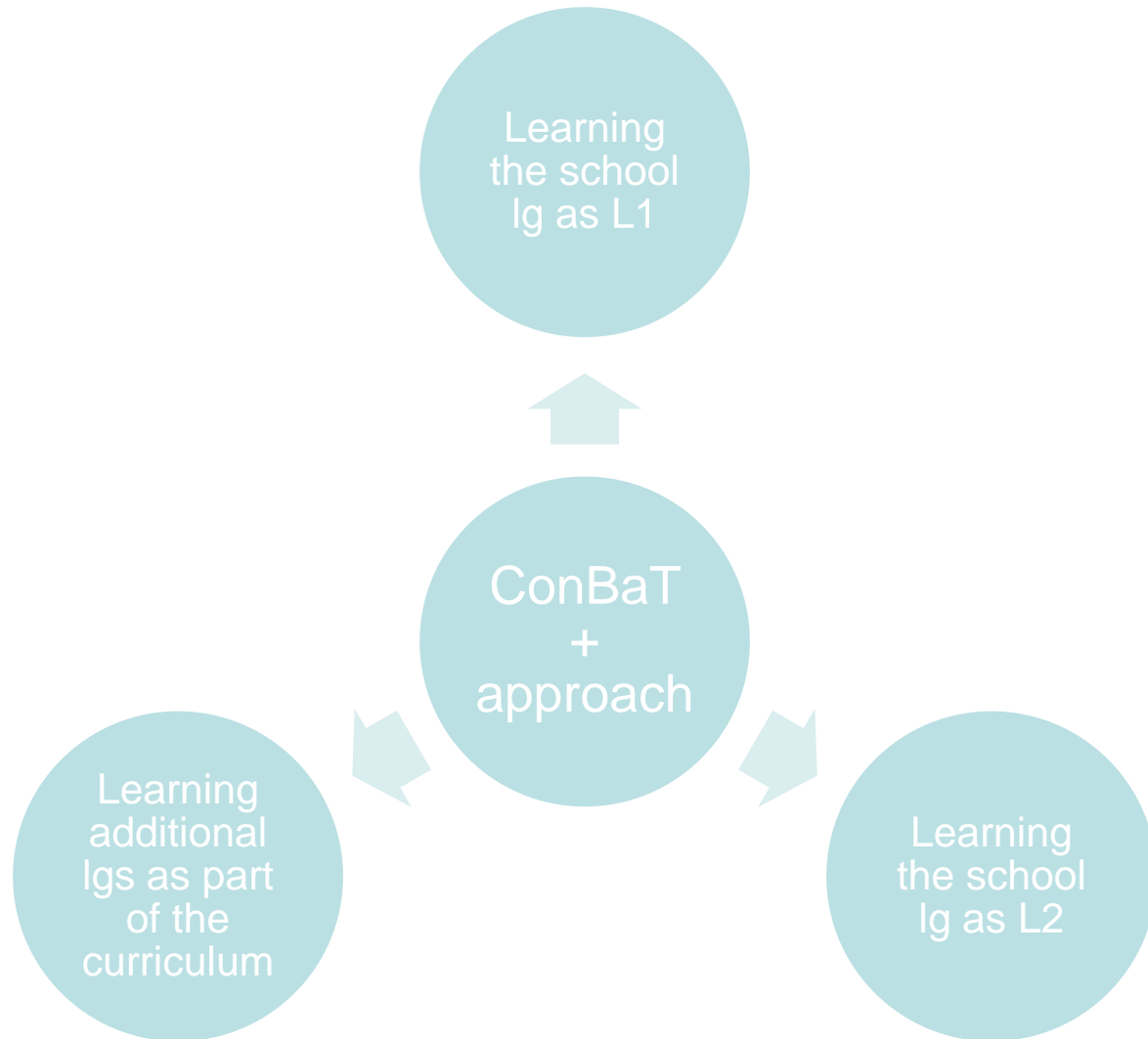
- ConBaT + is related to language learners and language users.



What ConBaT + is

- ConBaT + is related to language learners and language users
 - To satisfy their “basic” needs
 - learning the host country’s main language for school or work
 - To satisfy their perceived social expectations
 - learning a “prestigious” foreign language
 - To satisfy their high-level communicative demands
 - learning the school language as a first language.

What ConBaT + is



Three approaches to be combined

Competence-based approach



Focus on tasks

Content-based approach

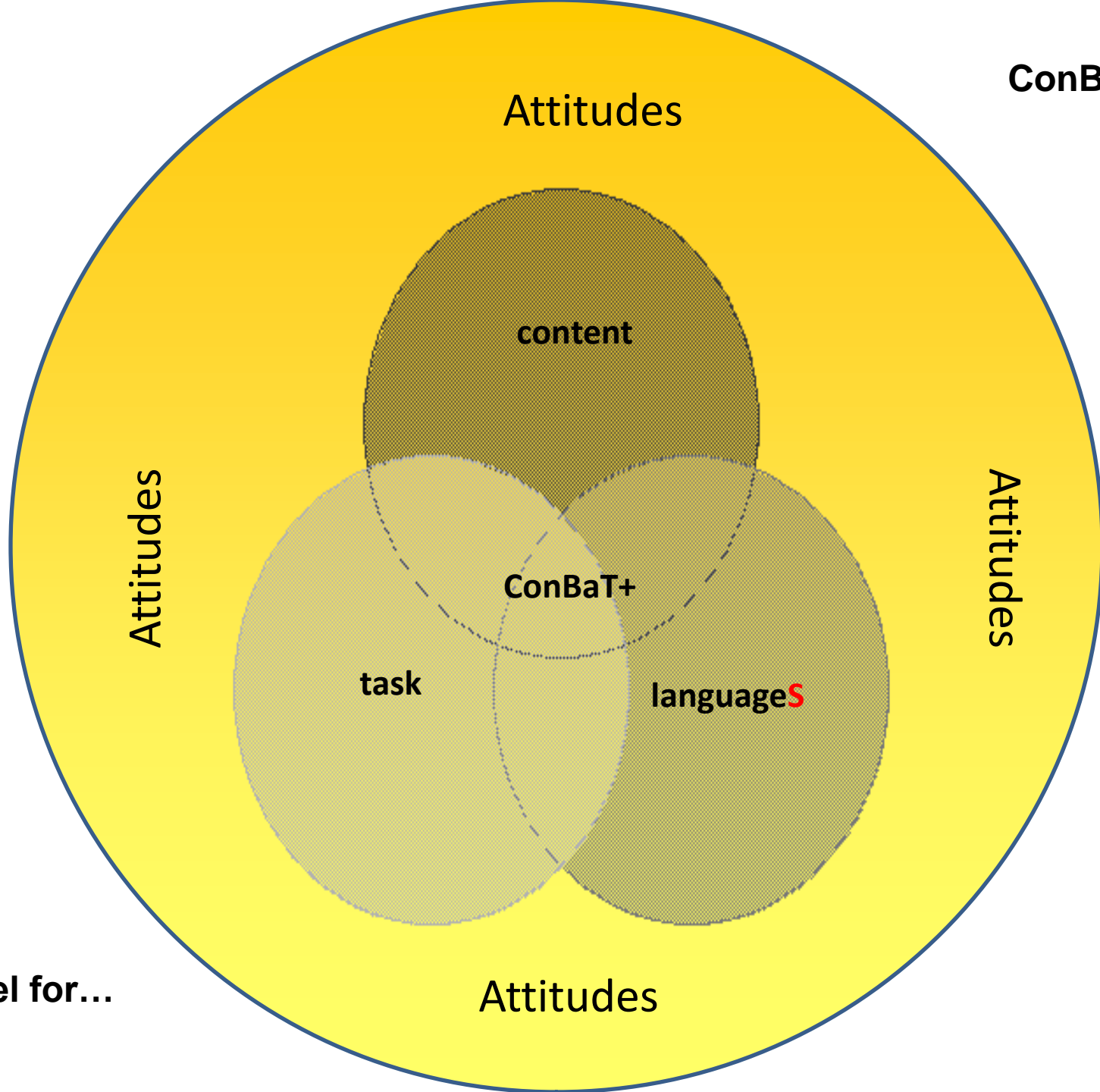


Focus on text/input

Plurilingual approach



Focus on languages and their speakers (learners)



ConBaT+

Attitudes

content

Attitudes

Attitudes

ConBaT+

task

languages

A Model for...

Attitudes

What ConBaT + is

- It is an issue for school concern
 - Networking & team cooperation is required.
 - A whole-school linguistic project could be a good start in the implementation of ConBaT +.



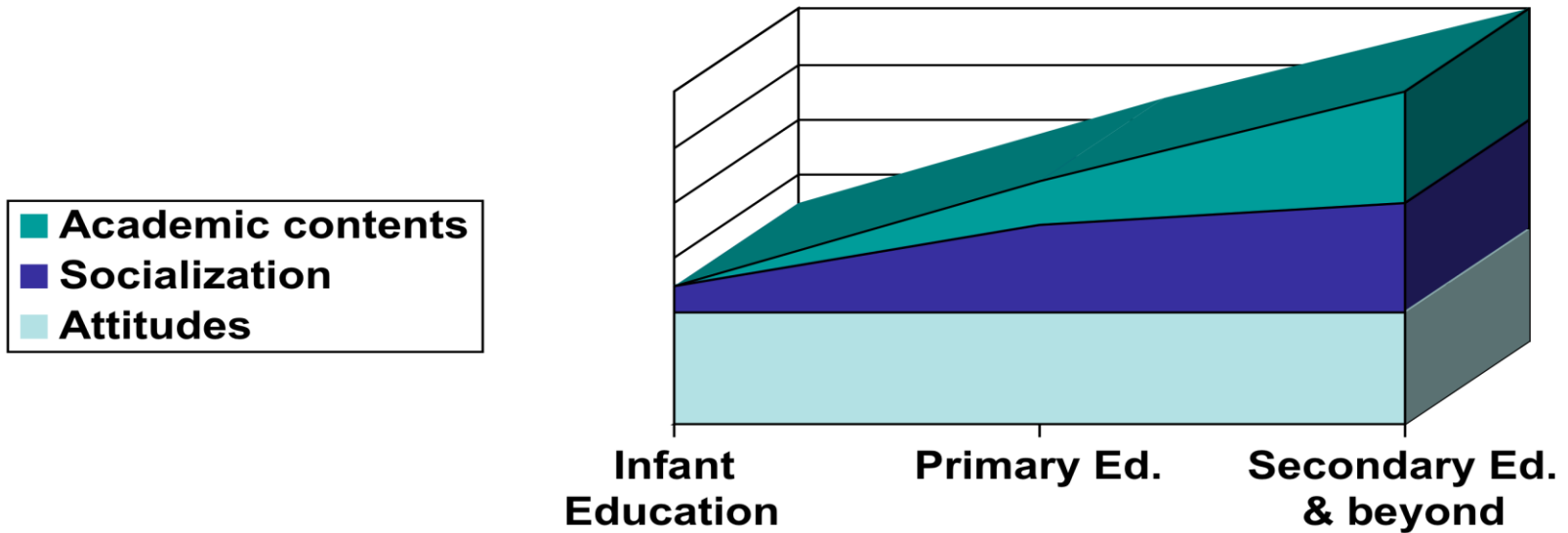
What ConBaT + is

- ConBaT + is context-dependent
 - What and how to teach depends on
 - Languages studied,
 - Levels of proficiency,
 - Subject contents,
 - School organization,
 - Participation of families and communities
 - Availability of intercultural mediators/interpreters
 - ...



What ConBaT + is

- ConBaT + is evolutive



What ConBaT + is

- It is pluricultural
 - It aims at helping learners develop their multiple identities
 - Linked to as many languages they may speak or want or need to speak.



What ConBaT + is

- It is community-focused
 - It views the school as a means to transform society.
 - It invokes the community to assist the school in (language) education.

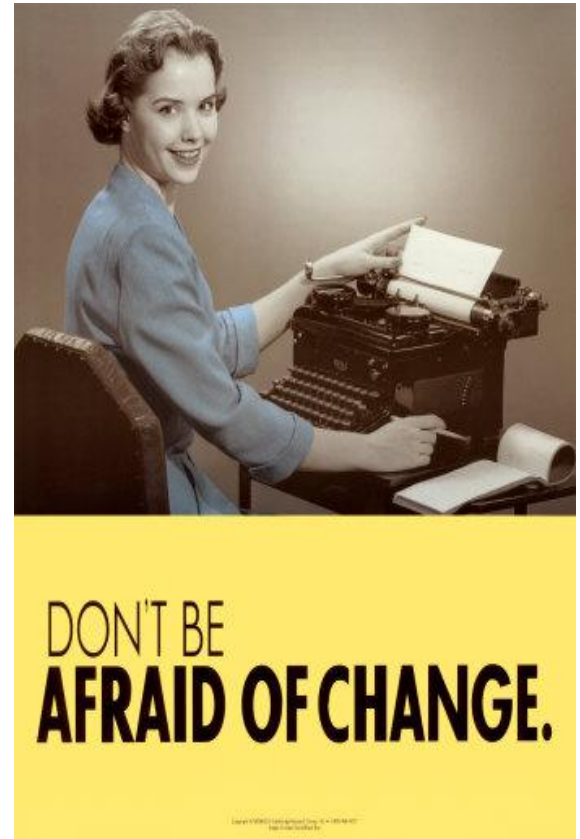


ConBaT +

- But if we are TO SHOW THAT A PLURILINGUAL, CONTENT-BASED APPROACH IS FEASIBLE,
- Then, a reflection on the requisites for a Plurilingual, Content-based approach must be the basis of ConBaT +

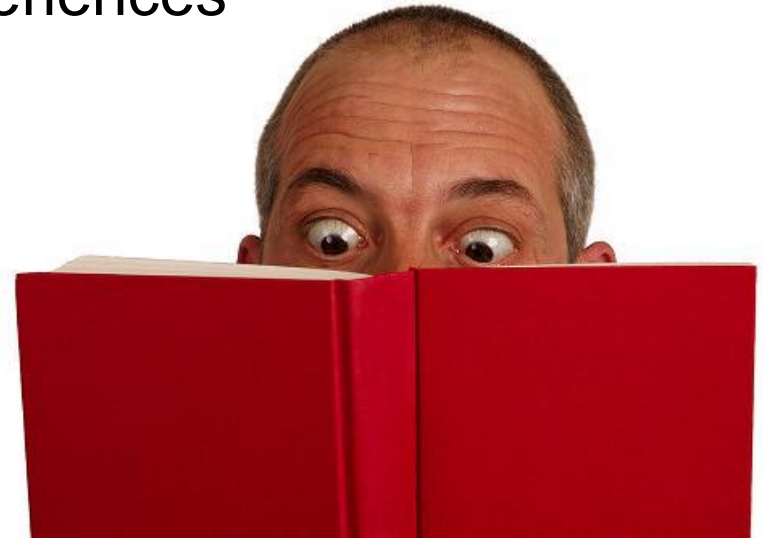
ConBaT +

- Requisites for a Plurilingual, Content-based approach
 - Awareness
 - Attitude & Motivation
 - Curriculum
 - Teaching strategies
 - Materials and resources



ConBaT +

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



ConBaT +

- 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



ConBaT +

- Requisites for a Plurilingual, Content-based approach
 - Curriculum
 - Influence on national, regional or local policies to consider plurilingualism and content-based approach
 - Let the relevant authorities know about your work!!!
 - School organization:
 - School as a multilingual space
 - Teacher training in languages & cultures
 - Team teaching
 - Contents: a competence-based approach
 - Communicative competence as a school objective
 - Whole-school linguistic project
 - to include every language spoken at school



ConBaT +

- 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
- ...



ConBaT +

- Requisites for a Plurilingual, Content-based approach
 - Materials and resources
 - School library
 - Internet as a source of information
 - Peer coaching
 - Community cooperation
 - International projects



In conclusion,

Plurilingualism & Content-based Teaching are the challenges of 21st Century Language Teaching



Would you like to participate?



Impossible

The adventure of a brave snail who
faced the impossible

















Remember:

**Quite often it seems impossible
until you do it!!**

<http://combat.ecml.at>



‘When in Rome, ...

look for bridges!’