

Session 3: Supporting teachers to appreciate the benefits of using pluralistic approaches with their students from a motivational perspective

- Reflecting on the needs and resources of your own diverse learners and how to respond to them
- Developing a plurilingual dimension in all subjects

SUPPORTING



MULTILINGUAL
CLASSROOMS

An example of a teacher drawing on his learners' home languages to learn the language of schooling

Comparons nos langues

https://www.youtube.com/watch?v=C874sN1_1

WA

(or in the Marille project)

Initiative co-funded by the European Union and the
European Centre for Modern Languages
www.ecml.at/ec-cooperation





Teacher competences – comparing languages

What are this teacher's competences?

- What exactly does he do?
- How do you think his learners benefit from it?
- How would you describe his attitude(s)?
- What do you think of the atmosphere in this classroom?
- Do your teachers sometimes use the same kind of approach? If not, why not? If they do, please give us some examples.



Developing teacher competences for pluralistic approaches

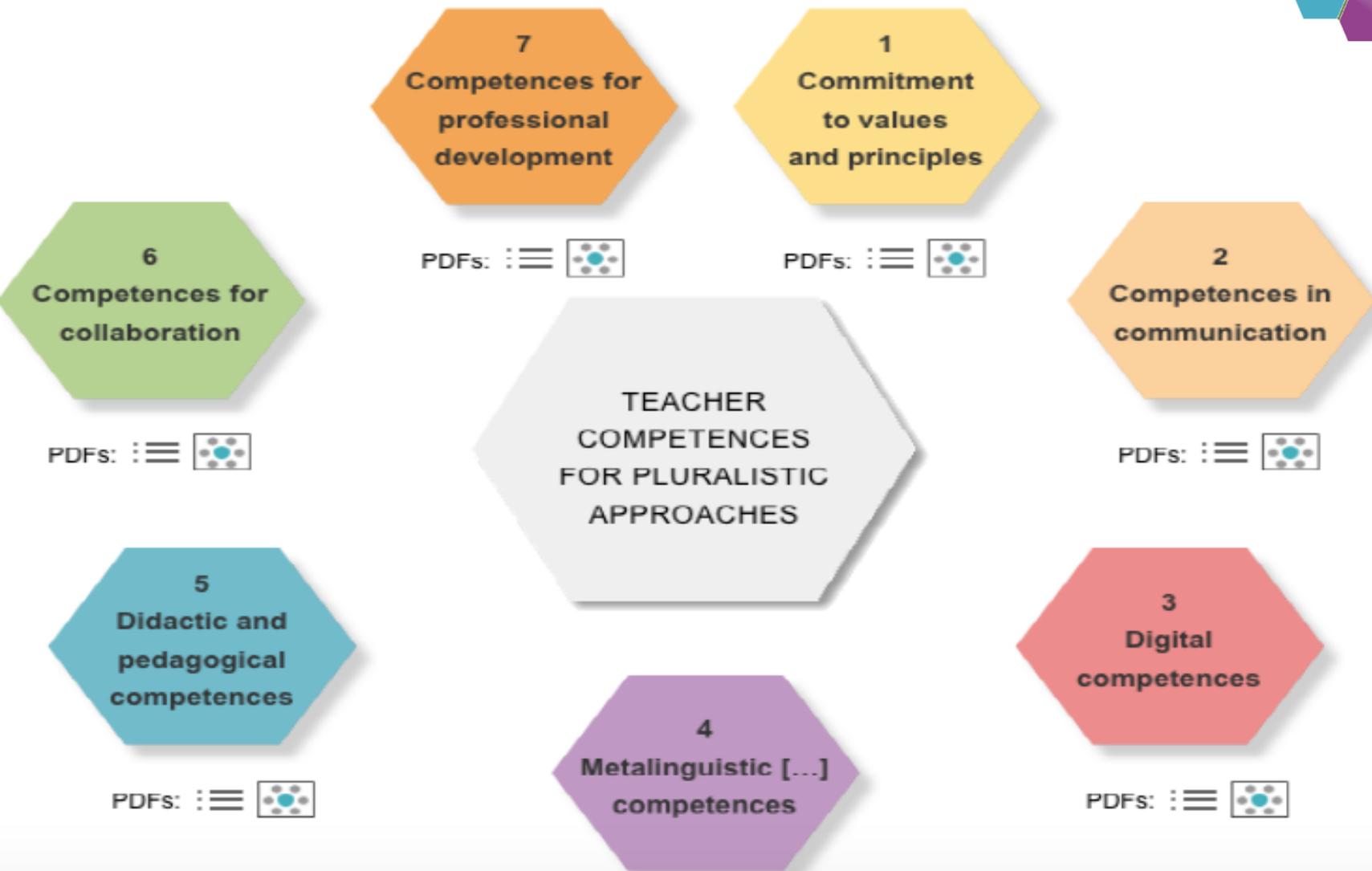
Tools for teacher education



What competences do teachers need to implement pluralistic approaches in the classroom, and how can they be helped to develop them?

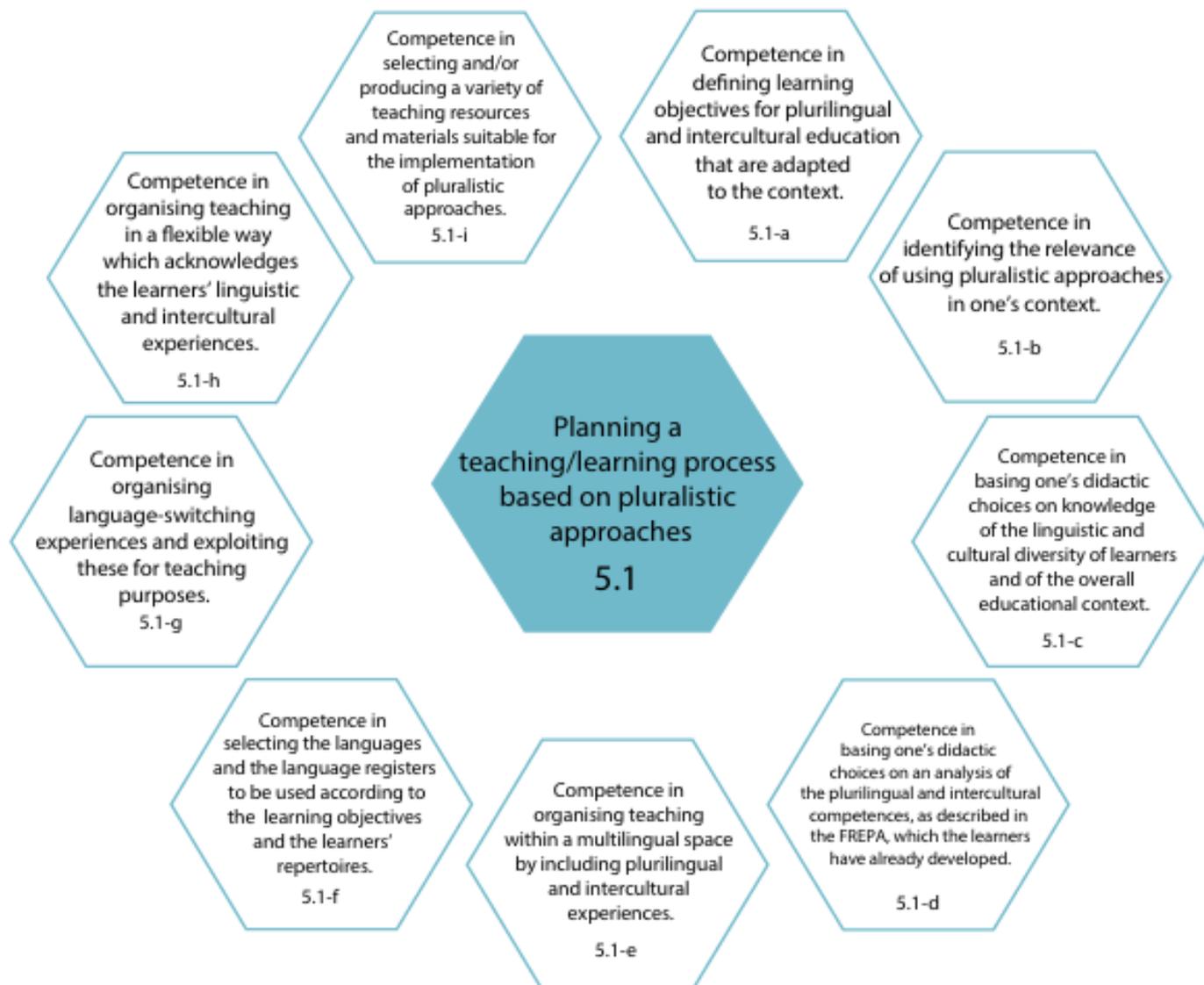


<https://www.ecml.at/ECML-Programme/Programme2020-2023/Pluralisticteachercompetences/tabid/4300/language/en-GB/Default.aspx>



Descriptors dimension 5.1

Didactic and pedagogical competences for pluralistic approaches





Confidence in one's ability to work with unfamiliar languages

Dimensions 1-5-4

45 min.

Teacher educators

Participants

[Show details](#)

Commitment to the values that underpin learners' rights

Dimension 1

1h30

Teacher educators

Participants

[Show details](#)

Exploiting the specific potential of pluralistic approaches for learner motivation

Dimensions 5-1

1h45

Teacher educators

Participants

Appendix(es)

[Show details](#)

Pluralistic approaches and educational principles

Dimension 1

2h

Teacher educators

Participants

Appendix(es)

[Show details](#)



Steps	Aims	Tasks	Remarks
Introduction: motivation in the language classroom			
Step 1	To initiate reflection on motivation for language /culture learning To elicit knowledge (theoretical or experiential) regarding: <ul style="list-style-type: none"> - the connection between task characteristics and the development of motivation - the teacher's role in generating, maintaining, and reinforcing learners' motivation 	<ol style="list-style-type: none"> 1. Brainstorming the strategies that the teacher can implement to generate, maintain and reinforce learners' motivation in the language class. 2. Group reflection (filling in tables) on an extract from teaching materials used in the teaching context: <ul style="list-style-type: none"> - analysis of its characteristics in relation to learner motivation - exploration of what the teacher can do at various stages of the task to reinforce motivation 3. Sharing in plenary or in new groups. 	The starting point is the teachers' classroom practice, which may not necessarily align with pluralistic approaches. The teaching materials discussed here can be chosen by the participants or by the teacher educator. Alternative: With participants who are already familiar with pluralistic approaches, one can also start with a task of that type.
Step 2	To raise awareness of the importance of the teacher's role in learner motivation in language classrooms To broaden the range of parameters to be considered in this area	<ol style="list-style-type: none"> a) Participants examine an adapted version of a diagram from Dörnyei, (2001a,b), on teacher strategies for generating, maintaining and reinforcing learner motivation for language learning; they identify those mentioned in their discussions in step 1. b) They discuss the relevance of other strategies for the task in question. 	Alternative: If time is limited, this step can be skipped and the adaptation of Dörnyei's diagram can be introduced later, in the section devoted specifically to reflection on pluralistic approaches.

A HANDOUT FOR PARTICIPANTS (adapted from TePA)



Exploiting the potential of pluralistic approaches for learner motivation

In groups of 5, look at the 5-page Handout and discuss the following:

1. How might you adapt this handout for use in a teacher training session on motivating learners for language learning?
2. In activity 3 (page2) analyse **Task 1 only on both tables.**
3. Be ready to feed back to the whole group.



Plurilingualism and pluriculturalism in all subjects

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



**Plurilingualism and pluriculturalism
in content-based teaching
A training kit**

Mercè Bernaus, Áine Furlong, Sofie Jonckheere and Martine Kervran

ConBaT+

- the introduction of the languages and cultures present in the classroom into a number of subjects.
- the enrichment of content teaching while fostering the acquisition of *knowledge, skills and (positive) attitudes*.

combat.ecml.at

Initiative co-funded by the European Union and the
European Centre for Modern Languages
www.ecml.at/ec-cooperation





ConBat

- [Video](#)
- [Background to the CONBAT+ project](#)
- [Related Publications](#)

The project

[Click here to go the project pages](#)

Plurilingualism and pluriculturalism in content teaching

Educational institutions increasingly face the challenge of accommodating learners from a wide range of linguistic and cultural backgrounds in their classrooms. The training kit presents an innovative way of managing diversity in the classroom by combining plurilingual and pluricultural approaches with content-based instruction. The reader will discover how content-based and plurilingual activities can be linked to several subjects of the curriculum.

This website presents sample activities which illustrate the approach outlined in the rationale. A primary school teacher will, for example, find an activity suitable for mathematics, sports and/or music and a secondary school teacher of civic, social and political education may be interested in testing out plurilingual comparative text work on the theme of the Universal Declaration of Human Rights.

[Watch video](#)

[About the training kit](#)

[Download flyer](#)

Who is it for?

- **primary and secondary school teachers** working with learners from different linguistic and cultural backgrounds
- **teacher trainers** looking for a training kit with very practical resources
- **educational inspectors and decision-makers** faced with accommodating diversity in the school curriculum.

The trainings kit

The training kit shows in which way the languages and cultures present in the classroom can be developed as a cross-curricular resource at primary and secondary level. It offers [twenty-six content-based didactic units](#) in English, French and Spanish to be used in classrooms. ...[read more](#)



Didactic Units

- English
 - Japanese calligraphy
 - Science and Scientists
 - Body part Mathematics
 - Motion in the ocean
 - Yoghurt
 - Our beautiful earth: A view from space
 - Fairy tales
 - Our home - our world
 - Explorers
 - Parasites
 - Addictively tasty
 - A symphony of fractions
 - Units of measurement
 - A healthy diet
 - Trees: Linguistic and cultural aspects
 - Coffee
- French
 - Le fonctionnement de l'oeil humain
 - Notre terre nous nourrit
 - La reproduction des animaux
 - Droits de l'homme
 - Il est temps de connaître tes droits
 - L'énergie

Didactic Units

	Didactic Units	Author	Subject	Age	Language	Material for teachers	Material for students
1	Contar hasta diez	Sofie Jonckheere	matemáticas, educación física, música	6 - 12	ES		
2	Japanese Calligraphy	Áine Furlong	art	8 - 12	EN		
3	Motion in the ocean	Martine Kervran	geography, physics	9 - 12	EN		
4	Notre terre nous nourrit	Nathalie Auger	géographie, sciences de la vie et de la terre	9 - 13	FR		
5	Fairy tales	Pia Berg	music, art, geography, science, physical education	9 - 16	EN		
6	Our home - our world	Marie Hofmannová & Radek Vít	homeland studies, mathematics	10 - 12	EN		
7	Addictively tasty	Sofie Jonckheere, Kristel Provost & Arzu Basoglu	history, geography, cooking, home economics	10 - 16	EN		
8	La reproduction des animaux	Mercè Bernaus & Manel Castellano	sciences naturelles	11 - 13	FR		
9	Il est temps de connaître tes droits	Elena Coman	éducation civique	11 - 14	FR		
10	L' énergie	Nathalie Auger & Elena Coman	technologie, géography, économie, éducation civique	11 - 14	FR		
11	A healthy diet	Petri Vuorinen	health education, biology	11 - 15	EN		
12	Una estadística plurilingüe	Oriol Pallarés & Carlota Petit	matemáticas	12 - 14	ES		

SUPPORTING



MULTILINGUAL
CLASSROOMS

Combat+ an example

Motion in the ocean by Martine Kervran

Target group

9-14

Subjects

Geography & Physical Sciences

Aims

- Learn about the location and names of the main oceans in the world
- Identify the main causes for water movement in the ocean.
- Explore the relationships between wind and ocean waves.
- Learn about storms at sea

Initiative co-funded by the European Union and the
European Centre for Modern Languages
www.ecml.at/ec-cooperation





1. THE OCEANS IN THE WORLD

WORKSHEET 1

Grouping 



1- Fill in the chart below after discussing the items with your friends and your teacher (use the language you know best / your teacher will help you if necessary)

What we know about the ocean	What we want to Learn about the ocean
-	-
-	-
-	-
(...)	(...)

2- Answer the question after discussing it with your friends and your teacher (use the language you know best/ your teacher will help you if necessary)

Why does the water of the sea move?

<http://combat.ecml>

Initiative co-funded by
European Centre
www.ecml.europa.eu

www.ecml.europa.eu



1- Read the definitions and label the map

Oceans cover nearly 71% of the Earth's surface.

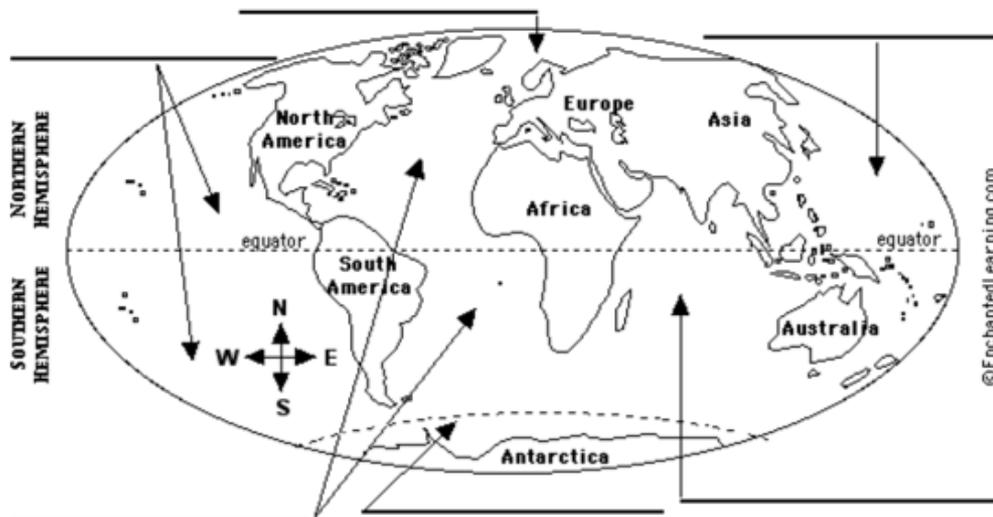
The **Pacific Ocean** is the largest ocean and borders the five continents.

The **Atlantic Ocean's** neighbouring seas include the Mediterranean Sea, the North Sea and the Baltic Sea.

The **Arctic Ocean** is the smallest ocean. It surrounds the North Pole. It is frozen all the time, except at its edges.

The **Southern Ocean** is where you'll find Antarctica and the South Pole.

The **Indian Ocean** borders areas from the southern hemisphere.

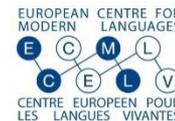


<http://combat.ecml>

2-  Check your answers and learn more about the five oceans by following this link:

<http://www.gdrc.org/oceans/world-oceans.html>

Initiative co-funded by the European Union and the
European Centre for Modern Languages
www.ecml.at/ec-cooperation





Grouping:

Look at the translations of the world ocean in a few different languages and try to answer these questions

Language	The word ocean
German	ozean
French	océan
Italian	oceano
Russian	океан
Danish	ocean
Deutch	oceaan
Spanish	océano
Portuguese	oceano
Swedish	ocean
...	...
...	...



Then discuss them with the whole class (use the language you know best/ your classmates and teacher will help you if necessary)

What do you notice?

.....

Can you guess why?

.....

Can you write the word ocean in any other language(s)? If so, add it to the list above

There are various kinds of storms at sea that are given different names. Those names depend on the region of the world where those phenomena generally occur.

1- Link each English word to the original word you think it comes from.

English word	original word
Hurricane	<i>Kyklōma</i>
Typhoon	津波
Tsunami	<i>Huracan</i>
Cyclone	台风

2- Try to find out what is the name of each of those languages

The word hurricane comes from.....

The word typhoon comes from.....

The word tsunami comes from.....

The word cyclone comes from.....

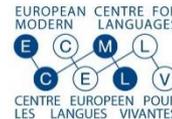
3- Look for a definition of each term in a dictionary and write it down:

Hurricane:

Typhoon:

Tsunami:

Cyclone:





Answer sheet

The word **hurricane** came to English from the Spanish word *huracán*. Spanish explorers and conquerors took the word from the Taino word, meaning *storm*. Taino is an extinct language from the Bahamas.

The word **typhoon** comes from the Chinese word 台风 (*TAI-FUNG*) which means *great wind*.

The word **tsunami** comes from the Japanese word meaning *port* 津波.

The word **cyclone** comes from modifications of the Greek word *kyklōma* which means *wheel* and is derived from *kyklos*, meaning *circle*.



Focus questions for teachers

1. What exactly would children learn from these resources and activities? Would learners be motivated to learn languages with this kind of activities?
2. How might they be adapted for your own context? (subject, age group etc.)
3. Can you think of other activities in other subjects?
4. What obstacles might there be to you doing this kind of activity? How might you get over them in order to include at least some aspects of this kind of learning?