APATCHE

Descriptive Scale of plurilingual teacher competence in higher education

KNOWLEDGE AND UNDERSTANDING

BUILDING	SOLID	STRONG	LEADING

1.1 I am aware of the importance of multilingualism in HE and understand the rationale and main components of HE language policy (HELP).

BUILDING	SOLID	STRONG	LEADING
I am aware of the importance of multilingualism in higher education and of higher education language policy.	*I know* what the importance is of multilingualism in higher education, *I know* language policies are needed and that they involve three levels.	*I understand* how HE language policy regarding multilingualism involves three interacting levels and how these are related to linguistic diversity, to internationalisation and mobility, and to science communication and societal impact.	*I fully understand* all aspects of HE language policy at all levels, and all elements it impacts on. *In addition, I understand my own role* regarding the importance of multilingualism and language policy in higher education.
> What-module, Intro + part 1	> What-module, Intro + part 1	> What-module, Intro + part 1 + part 2	> What-module, Intro + part 1 + part 2

1.2 I am aware of and understand the language learning and teaching methodology of the latest CEFR.

BUILDING	SOLID	STRONG	LEADING
I am aware of the overall learning and teaching methodology of the latest CEFR.	*I know* all components of the learning and teaching methodology of the latest CEFR, including the concept of plurilingual, pluricultural repertoire.	*I understand* the learning and teaching methodology of the latest CEFR, including the concept of plurilingual, plurilingual repertoire. *I understand* the relationship between production, reception, interaction and mediation, and *I understand* what is meant by plurilingual approaches to language learning and teaching, as opposed to monolingual ones.	*I fully understand* all aspects and components of the learning and teaching methodology of the latest CEFR and *I fully understand* what plurilingual approaches to language learning and teaching entail in higher education. *In addition, I understand my own role* in adopting plurilingual approaches in my teaching.
> What-module, Intro + part 3	> What-module, Intro + part 3	> What-module, Intro + part 3	> What-module, Intro + part 3

1.3 I am aware of and understand what strategies can be applied for plurilingual, pluricultural approaches to language learning and teaching.

BUILDING	SOLID	STRONG	LEADING
I am aware that plurilingual, pluricultural teaching implies strategies other than language proficiency in several languages.	*I know* what specific strategies are involved in plurilingual, pluricultural teaching and *I know* that they need to be learnt.	*I understand* the strategies needed for plurilingual, pluricultural teaching and I can relate them to the teaching and learning methodology of the CEFR. *I understand* how CLIL, CALL and COIL can contribute to these strategies.	*I fully understand* the strategies needed for plurilingual, pluricultural teaching and I can relate them to the learning and teaching methodology of the CEFR and the opportunities offered by CLIL, CALL and COIL. *In addition, I understand my own role* in adopting plurilingual strategies in my teaching.
> What-module, part 4	> What-module, part 4	> What-module, part 3 + part 4	> What-module, part 3 + part 4

1.4 I am aware of and understand the importance of plurilingual, pluricultural approaches to internationalisation in higher education.

BUILDING	SOLID	STRONG	LEADING
I am aware that plurilingual, pluricultural approaches are important in the context of internationalisation in higher education.	*I know* what the importance is of plurilingual, pluricultural approaches in the context of internationalisation in higher education, given recent evolutions in the European higher education landscape.	*I understand* the importance of plurilingual, pluricultural approaches in today's context of internationalisation in higher education. *I understand* the trade-off between mobility and inclusion, the influence of language policy and the impact of plurilingual, pluricultural internationalisation on society.	*I fully understand* the importance and all aspects of plurilingual, pluricultural approaches to internationalisation in higher education. *In addition, I understand my own role* in my international classrooms.
> What-module, part 2	> What-module, part 2	> What-module, part 1 + part 2	> What-module, part 1 + part 2 + part 3

1.5 I am aware of and understand the importance of plurilingual, pluricultural science development, terminology and communication of scientific knowledge.

BUILDING	SOLID	STRONG	LEADING
I am aware of the importance of plurilingual, pluricultural science development, terminology and communication of scientific knowledge.	*I know* what the importance is of plurilingual, pluricultural science development, terminology and communication of scientific knowledge, both to peers and in layperson's terms.	*I understand* the importance of plurilingual, pluricultural science development, terminology and communication of scientific knowledge, including to lay audiences, in the context of diversity and inclusion, internationalisation, as well as societal impact.	*I fully understand* the importance of plurilingual, pluricultural science development, terminology and communication of scientific knowledge, including its importance in the context of diversity and inclusion, internationalisation, as well as societal impact. *In addition, I understand my own role* in making my scientific teaching and/or communication plurilingual and pluricultural.

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KNOWLEDGE AND UNDERSTANDING

1.6   I am aware of the conceptual fluidity of the notion of plurilingual approaches to university teaching and understand what factors influence its meaning.

I am aware that the notion of plurilingualism is conceptually, contextually, and culturally diverse.	*I know* that the notion of plurilingualism is conceptually, contextually, and culturally diverse and that plurilingual approaches to higher education are constrained and influenced by contextual and cultural factors.	*I understand* what factors influence the conceptual, contextual and cultural fluidity of what is meant by plurilingual approaches to higher education.	*I fully understand* what factors influence the conceptual, contextual and cultural fluidity of what is meant by plurilingual approaches to higher education. *In addition, I understand my position* in this respect and how it is related to my context and culture, and to language policy, internationalisation, and science communication in my context and culture.

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ATTITUDES AND VALUES

BUILDING	SOLID	STRONG	LEADING

2.1 I am aware of and understand the urgent need for incorporating plurilingual approaches to learning and teaching languages in today's societies. I understand the impact of plurilingual approaches on students, pedagogical practices, professional development and society.

BUILDING	SOLID	STRONG	LEADING
I am aware of the urgent need for incorporating plurilingual approaches to learning and teaching languages in today's societies.	*I know* that it is urgent to incorporate plurilingual approaches to learning and teaching languages in higher education and I know why this is the case.	*I understand* the urgent need to incorporate plurilingual approaches to learning and teaching languages in higher education, *I understand* the factors in play and the impact on students, pedagogical practices and society.	*I fully understand* all aspects related to the need for plurilingual pluricultural approaches in higher education. *In addition, I understand my own role* regarding the potential impact of such approaches on students and society, and I can see my own pedagogical practices in this light.
> Why-module, part 1	> Why-module, part 1	> Why-module, part 1	> Why-module, part 1

2.2 I am aware of and understand the attitudes and values that accompany plurilingual, pluricultural approaches to learning and teaching languages.

BUILDING	SOLID	STRONG	LEADING
I am aware that plurilingual, pluricultural teaching and learning require fostering certain values and attitudes.	*I know* which values and attitudes need to be fostered when implementing plurilingual, pluricultural approaches to learning languages.	*I understand* all values related to plurilingual, pluricultural learning, *I understand* why they are needed and why plurilingual, pluricultural learning implies certain attitudes.	*I fully understand* all values and attitudes that necessarily come with plurilingual, pluricultural learning. *In addition, I understand* the values and attitudes that come with *my own role* as a plurilingual, pluricultural teacher.
> Why-module, part 4	> Why-module, part 4	> Why-module, part 4	> Why-module, part 4

2.3 I am aware of and understand the advantages of plurilingual learning for learners' motivation, health, well-being and learning efficiency.

BUILDING	SOLID	STRONG	LEADING
I am aware that plurilingual, pluricultural learning brings advantages for the language learner.	*I know* what advantages plurilingual, pluricultural learning brings for the language learner.	*I understand* how plurilingual, pluricultural learning brings advantages for the language learner, at a didactic level, as well as at the level of individual and social well-being.	*I fully understand* the benefits of plurilingual, pluricultural learning, at all levels. In this respect, *I understand* the benefits of plurilingual, pluricultural teaching and *my own role* as a teacher.
> Why-module, part 2	> Why-module, part 2	> Why-module, part 2	> Why-module, part 1 + part 2

2.4 I am aware of and understand the individual challenges in incorporating plurilingual and pluricultural approaches to language learning and teaching.

BUILDING	SOLID	STRONG	LEADING
I am aware that plurilingual, pluricultural approaches also come with challenges.	*I know* that plurilingual, pluricultural approaches also come with challenges, for both learners and teachers. I know what challenges are involved.	*I understand* that plurilingual, pluricultural approaches also come with challenges, for both learners and teachers. *I understand* which challenges are involved and why they occur.	*I fully understand* the challenges that come with plurilingual, pluricultural approaches to language learning and teaching. *I understand my own role* as a teacher in dealing with those challenges.
> Why-module, part 3	> Why-module, part 3	> Why-module, part 3	> Why-module, part 3

2.5 I am aware of and understand the need for collaboration with students and colleagues.

BUILDING	SOLID	STRONG	LEADING
I am aware of the need to collaborate with students and colleagues.	*I know* that plurilingual approaches imply various degrees and forms of collaboration with students and colleagues.	*I understand* the need for collaboration with both students and colleagues to be able to bring about plurilingual, pluricultural approaches. *I understand* collaborating is co-constructing meaning and social inclusion and well-being.	*I fully understand* the importance of collaboration with both students and colleagues. *I fully understand* all aspects related to the co-construction of meaning and inclusive knowledge-building. In this respect, *I understand my own role* as a teacher.
> Why-module, part 1 + part 4	> Why-module, part 1 + part 4	> Why-module, part 1 + part 2 + part 4	> Why-module, part 1 + part 2 + part 3 + part 4

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SKILLS

	BUILDING	SOLID	STRONG	LEADING
3.1	**I am able to explain how the latest CEFR presents plurilingual and pluricultural teaching and learning.**			
	I am able to explain the overall learning and teaching methodology of the latest CEFR.	*I am able to explain* what is meant by plurilingual approaches to language learning and teaching, as opposed to monolingual ones. *I am able to explain* all components of the learning and teaching methodology of the latest CEFR, including the concept of plurilingual, pluricultural repertoire.	*I am able to explain* the learning and teaching methodology of the latest CEFR, including the concept of plurilingual, plurilingual repertoire. *I am able to explain* the relationship between production, reception, interaction and mediation.	*I am able to explain* all aspects and components of the learning and teaching methodology of the latest CEFR, including what plurilingual approaches to language learning and teaching entail in higher education. *In addition, I am able to explain* my own role and my students' role in adopting plurilingual approaches in my teaching.
	> What-module, part 3 > How-module, type 1 scenarios	> What-module, part 3 > How-module, type 1 scenarios	> What-module, part 3 > How-module, type 1 scenarios	> What-module, part 3 > Why-module, all parts > How-module, Section 1 and type 1 scenarios
3.2	**I am able to exemplify plurilingual, pluricultural approaches in language teaching and learning.**			
	I am able to give a few examples of plurilingual, pluricultural approaches in language teaching and learning that are relevant to my situation, taking examples from the APATCHE repertoire of course materials.	Taking inspiration from examples in the APATCHE repertoire of course materials, *I am able* to give further, comparable examples of plurilingual, pluricultural approaches that are relevant to my situation.	*I am able* to give examples of classroom activities, relevant to me and others, adopting various plurilingual, pluricultural strategies and approaches, in addition to those mentioned in the APATCHE repertoire of course materials.	*I am able* to give an array of examples adopting plurilingual, pluricultural approaches that involve all possible strategies, including examples of plurilingual, pluricultural course and curriculum designs, that should be added to the APATCHE repertoire of course materials.
	> What-module, part 4 > How-module, type 2 scenarios	> What-module, part 4 > How-module, type 2 scenarios	> What-module, part 3 + part 4 > How-module, type 2 scenarios > How-module, Section 1	> What-module, part 3 + part 4 > How-module, type 2 scenarios > How-module, Section 1
3.3	**I am able to explore and develop my students' plurilingual and pluricultural repertoires and draw on them in different contexts by developing cross-linguistic, plurilingual and pluricultural awareness-raising tasks.**			
	I am able to explore my students' plurilingual, pluricultural repertoires through simple awareness-raising tasks, for which I take inspiration from examples in the APATCHE repertoire of course materials.	*I am able* to explore my students' plurilingual, pluricultural repertoires through awareness-raising tasks, and *I am able* to draw on that awareness for simple receptive and comparative tasks, for which I take inspiration from examples in the APATCHE repertoire of course materials.	*I am able* to explore my students' plurilingual, pluricultural repertoires through awareness-raising tasks, and *I am able to* develop their plurilingual, pluricultural awareness and widen their repertoires through receptive, comparative and productive plurilingual, pluricultural tasks, in addition to those mentioned in the APATCHE repertoire of course materials.	*I am able* to explore and to make use of my students' plurilingual, pluricultural repertoires, to develop and widen their repertoires, in different contexts including with highly diversified student groups, developing various plurilingual, pluricultural tasks that should be added to the APATCHE repertoire of course materials.
	> What-module, part 3 > Why-module, parts 1 and p2 > How-module, type 1 scenarios	> What-module, parts 3, 4.1 and 4.2 > Why-module, parts 1 and part 2 > How-module, type 1 scenarios	> What-module, parts 3 and 4.1 to 4.4 > Why-module, parts 1 and part2 > How-module, type 1 scenarios	> What-module, parts 3 and 4.1 to 4.5 > Why-module, parts 1 and part2 > How-module, Section 1 and type 1 scenarios
3.4	**I am able to widen students' linguistic and cultural repertoire in less diversified contexts.**			
	I am able to draw my students' attention to the linguistic and cultural diversity present in my classroom, by taking inspiration from awareness-raising examples in the APATCHE repertoire of course materials.	*I am able* to use and widen my student's linguistic and cultural repertoire, not only by awareness-raising communicative tasks, but also by making use of simple receptive and comparative tasks, for which I take inspiration from examples in the APATCHE repertoire of course materials.	*I am able* to make my students use their linguistic and cultural diversity to broaden their views and to mutually widen their plurilingual pluricultural repertoires through receptive, comparative and productive plurilingual, pluricultural tasks, other than those mentioned in the APATCHE repertoire of course materials.	*I am able* to make my students build on their plurilingual pluricultural repertoires and mutually widen each others' repertoires in an atmosphere of mutual respect, inclusion, and co-learning, by performing an array of various plurilingual, pluricultural tasks that should be added to the APATCHE repertoire of course materials.
	> What-module, part 3 > Why-module, parts 3 and p4 > How-module, type 1 scenarios	> What-module, parts 3, 4.1 and 4.2 > Why-module, parts 3 and p4 > How-module, type 1 scenarios > How-module, type 2 scenarios	> What-module, parts 3, and 4.1 to 4.4 > Why-module, parts 3 and p4 > How-module, type 1 scenarios > How-module, type 2 scenarios	> What-module, parts 3, and 4.1 to 4.5 > Why-module, parts 3 and p4 > How-module, Section 1, type 1 scenarios and type 2 scenarios
3.5	**I am able to design a course based on plurilingual, pluricultural approaches.**			

SKILLS

I am able to include receptive plurilingual learning strategies such as intercomprehension or language comparison into my course designs, by taking examples in the APATCHE repertoire of course materials. I generally do this at a small-scale level, i.e. in some exercises or some classroom activities where it seems most relevant.	*I am able* to include receptive plurilingual learning strategies such as intercomprehension or language comparison into my course designs, by taking inspiration from examples in the APATCHE repertoire of course materials. I do this at a fairly comprehensive level, e.g. in most exercises or classroom activities. I know how to attract my students' attention to the importance of using such tools to widen their plurilingual repertoires.	*I am able* to include receptive plurilingual learning strategies into my course designs and I make extensive use of them. In addition, I know how to include productive plurilingual learning strategies including language alternation or code-switching when appropriate. I know how to use linguistic diversity to the benefit of my students' learning progress, by adopting plurilingual, pluricultural tasks, other than those mentioned in the APATCHE repertoire of course materials.	*I am able* to integrate receptive and productive plurilingual learning strategies into my course and curriculum designs, at a comprehensive level, including translanguaging and cross-linguistic mediation in interaction. *I am able* to do this in a progressive and constructive way, by making use of plurilingual learning scenarios that should be added to the APATCHE repertoire of course materials.
> What-module, parts 3 and 4.1-4.2 > How-module, Section 1, and type 2 scenarios	> What-module, parts 3 and 4.1-4.2 > Why-module, parts 1, p2 and p.4 > How-module, Section 1, and type 2 scenarios	> What-module, parts 3 and 4.1-4.4 > Why-module, all parts > How-module, Section 1, and type 2 scenarios	> What-module, parts 3 and 4.1-4.5 > Why-module, all parts > How-module, Section 1, and type 2 scenarios