# Didactic material type 1

**Scenario 1**

**Thematic scope of Scenario 1:** Identifying linguistic repertoire of the student group taught

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| **LANGUAGE OR SUBJECT COURSE:** ❖ any language ❖ any subject |  **CLASS:** ❖ diversified linguistically   |
| **TITLE:** MY STUDENTS’ PLURILINGUAL REPERTOIRE **AUTHOR:** Daiva Pundziuvienė, Vytautas Magnus University, Lithuania  |
|  **PLURALISTIC APPROACH:** ❖ Awakening to languages  |
| **SCENARIO 1 OBJECTIVES:** The scenario aims to enhance teachers' understanding of the importance of plurilingualism, students’ native languages and language sensitive teaching in HE classroom. Teachers will reflect on their own role in a multilingual classroom and will learn to apply the pluralistic approach ‘awakening to languages’. |
| **EXPECTED LEARNING OUTCOMES ACCORDING TO** **PLURILINGUAL TEACHER COMPETENCE DESCRIPTOR:**  KNOWLEDGE: 1.4 I am aware of and understand the importance of plurilingual, pluricultural approaches to internationalisation in higher education. ATTITUDES AND VALUES: 2.3 I am aware of and understand the advantages of plurilingual learning for learners' motivation, health, well-being and learning efficiency. SKILLS: 3.3 I am able to explore and develop my students’ plurilingual and pluricultural repertoire and draw on them in different contexts. |
|  **By the end of the task, teachers will be able to:** ❖ identify the main characteristics of a plurilingual teacher; ❖ demonstrate understanding of the advantages of plurilingual learning for students' motivation, well-being and engagement; ❖ to apply the pluralistic approach ‘awakening to languages’ and find out their students’ plurilingual repertoire; ❖ identify the main steps how students' plurilingual repertoire could be used to create teaching materials. |
| **SCENARIO DESCRIPTION** |

### **STEP 1. AM I A PLURILINGUAL TEACHER?**

When the teacher meets his / her students for the first time, it is very important to find out not only their names and their native countries, but also the languages they can speak. The recognition of students’ linguistic diversity can empower teachers and students by validating their linguistic identities and providing them with a sense of pride in their language skills.

**Activity 1**

Tick ‘yes’ or ‘no’ to find out if you are a plurilingual teacher:

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| --- | --- | --- |
| In my classroom, I usually …  | YES  | NO  |
| 1. ask my students to tell about the languages they can speak or understand.
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| 1. try to use the different languages and cultures represented in the classroom as a teaching resource.
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| 1. incorporate materials, books and resources in multiple languages to support my students' learning.
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| 1. encourage my students to compare concepts or terms of my subject in different languages and contexts.
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| 1. allow and encourage my students to use their full linguistic repertoire during classroom activities.
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| 1. create opportunities for students to work together in groups or pairs to help them learn from each other and appreciate different linguistic abilities.
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| 1. try to engage my students in multilingual activities (e.g. projects that require the use of multiple languages).
 |  |  |
| 1. consider the diverse linguistic repertoire of my students and adapt my teaching methods and materials to meet their individual needs.
 |  |  |
| 1. show enthusiasm for learning and using new languages, which can inspire students to do the same.
 |  |  |
| 1. create my own plurilingual materials.
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### **STEP 2. HOW TO FIND OUT MY STUDENTS’ LINGUISTIC REPERTOIRE?**

If you want to become a plurilingual teacher, you should gain insight into your students’ language skills and abilities across various languages they may know or be exposed to. There are many ways to do this and here is one activity, which will help you to find out your students’ plurilingual repertoire.

1. Ask your students to work with a partner or in small groups and answer the following questions:

* What different accents and dialects are there in your first language?
* What do these variations indicate about the speaker (region they come from,
their social status, age, …)
* Is there a ‘standard’ language in your mother tongue?
* What other languages can you speak or understand?
* What languages would you like to learn?
1. Ask your students to provide a short report on what they have found out about varieties in other languages and fill in the table on your students’ plurilingual repertoire:

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| --- | --- |
| What languages are my students’ native languages? |  |
| What are some interesting things about accents and dialects that I remember from my students’ reports? |  |
| What other languages can my students speak or understand? |  |
| What languages would my students like to learn? |  |

### **STEP 3. HOW TO USE MY STUDENTS’ LINGUISTIC REPERTOIRE TO CREATE TEACHING MATERIALS?**

Using your students' plurilingual repertoire to create teaching materials can be an effective way to engage and support their learning. By incorporating their linguistic and cultural backgrounds into your teaching materials, you can create a more inclusive and motivational learning experience for your students.

Here you have a list of steps you can follow when creating a plurilingual task. Think about the order you would follow and number the steps 1-8. The first step has already been marked.

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| --- | --- |
| Design activities and tasks that incorporate multiple languages. |  |
| Determine the languages your students are proficient in, including their dominant language(s) and any additional languages they speak. |  |
| Provide scaffolding, additional support or extension activities based on an individual student's abilities and goals. |  |
| Think of an interesting activity for your students to gather information about the languages they speak, their fluency levels and their experiences with different languages and cultures. | 1 |
| Gather feedback from your students to determine what worked well and what could be improved. Adjust the materials based on this feedback. |  |
| Involve your students in the process of creating teaching materials, by encouraging them to share stories, experiences, and cultural artifacts that are meaningful to them. |  |
| Utilize authentic resources from your students' linguistic repertoires (e.g. literature, songs, movies, news articles or any other culturally relevant materials in the languages they know).  |  |

(Answer key: 5,2,6,1,7,3,4)

### **SELF-ASSESSMENT:**

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| --- | --- | --- | --- |
| After this scenario I can …  |  |  |  |
| identify the main characteristics of a plurilingual teacher. |   |  |  |
| understand the advantages of plurilingual learning for students' motivation, well-being and engagement. |   |  |  |
| apply the pluralistic approach ‘awakening to languages’ and find out my students’ plurilingual repertoire. |   |  |  |
| identify the main steps how students' plurilingual repertoire could be used to create teaching materials. |   |  |  |