# Didactic materials type 1

## Scenario 3

**Thematic scope of Scenario 3:**

1. Plurilingual approaches in HE. Classroom context: linguistically diverse students’ groups compared with less linguistically diverse groups. The role of the plurilingual teacher.
2. How does a plurilingual approach in academic teaching enhance uptake and weighting of student attitudes to implicit values vital to the European community?

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| --- | --- |
| LANGUAGE OR SUBJECT COURSE:  Teacher training course for an international group of teachers. | CLASS:  diversified linguistically |
| **TITLE:** Challenges and advantages of introducing plurilingual approach from the teacher perspective  **AUTHORS:** Dorota Campfield, Anna Murkowska, Joanna Fituła, Jacek Romaniuk,  the University of Warsaw, Poland | |
| **PLURILINGUAL STRATEGIES:**  translanguaging, cross-linguistic approaches / receptive intercomprehension | |
| **SCENARIO 3 OBJECTIVES**: This scenario aims to raise awareness of (a) different contexts language and subject teachers in HEIs meet when teaching plurilingual approach and (b) values naturally fostered through plurilingual approach in HE teaching. | |
| **EXPECTED LEARNING OUTCOMES ACCORDING TO**  **PLURILINGUAL TEACHER COMPETENCE DESCRIPTOR:**    KNOWLEDGE:  1.6 I am aware of and understand what specific skills are needed for plurilingual, pluricultural approaches to language learning and teaching.  ATTITUDES AND VALUES:  2.1. I am aware of and understand the advantages and drawbacks opportunities and challenges of plurilingual, pluricultural approaches to language learning and teaching. 2.2 I am aware of and understand the attitudes and values that accompany plurilingual, pluricultural approaches to language learning and teaching languages.  SKILLS:  3.5 I am able to reflect on my own plurilingual, pluricultural repertoire.  3.9 I am able to include plurilingual, pluricultural activities in my classroom when appropriate. | |

**PEDAGOGICAL PLURILINGUAL SCENARIO 3 DESCRIPTION**

Description of activities:

## **Activity 1 – Challenges of introducing plurilingual approach**

Read the following extract from the article by Hanna Komorowska “[*Wielojęzyczność w edukacji i poza nią*](https://jows.pl/brepo/panel_repo_files/2023/01/02/bk4tvl/jows-2-2018-komorowska.pdf)*” (PLurilingualism in eduction and beyond) 2018*

**Text in Polish**

[…] Czego zatem pogranicza mogą nauczyć edukację? Przywołane fakty i obserwacje pokazują wyraźnie, że problemy wielojęzyczności, różnojęzyczności i tożsamości ludzi pogranicza to w powiększeniu te same problemy i trudności, które przeżywają, choć nie zawsze potrafią je wyrazić, uczniowie z grup mniejszościowych, imigranci i reemigranci. Wydaje się, że pogranicza wskazują edukacji, iż wartościowe i pożądane jest:

— łączenie nauki języka z nauką tolerancji,

— łączenie nauki języka z „rozminowywaniem” stereotypów i rozwijaniem krytycznego myślenia,

— przyswajania drugiego języka w warunkach naturalnych, […]. (10)

**English translation**

“So what can borderlands teach education? The cited facts and observations clearly show that the problems of multilingualism, plurilingualism and identity that borderland people struggle with are the same problems and difficulties that minority students, immigrants and returnees experience, even though they cannot always express them. It seems that borderlands indicate to education that it is valuable and desirable to:

— combine language learning with learning tolerance,

— combine language learning with “demining” stereotypes and develop critical thinking, […].”

**Reflect on the following questions**

**Question 1** Is teaching in borderline area helpful in adding plurilingual perspective to teaching languages?

**Question 2** Is your context more like borderline or more monolingual? Are you dealing with a more linguistically diversified class or a less linguistically diversified class?

**Question 3** Do you think it is easier to provide a plurilingual perspective in a more linguistically diversified class or less linguistically diversified class? YES / NO

**Question 4**  Is your role as a plurilingual teacher easier with a more linguistically diversified class? YES / NO

**Question 5**  How would you define your role in a less linguistically diversified class? FORUM ENTRY

**Question 6**  Do you think it is necessary to broaden the plurilingual scenario with more languages in a less diversified class in order to provide a plurilingual perspective to the topic you teach?

## Evaluation:

To what extent did the answers to the above questions lead you to a broader understanding of the role of the plurilingual teacher?

0 – not at all 1- mildly 2 – sufficiently 3 – fully

## Notes for the trainer

Hanna Komorowska “[*Wielojęzyczność w edukacji i poza nią*](https://jows.pl/brepo/panel_repo_files/2023/01/02/bk4tvl/jows-2-2018-komorowska.pdf)*” (PLurilingualism in eduction and beyond) 2018* [*https://jows.pl/brepo/panel\_repo\_files/2023/01/02/bk4tvl/jows-2-2018-komorowska.pdf*](https://jows.pl/brepo/panel_repo_files/2023/01/02/bk4tvl/jows-2-2018-komorowska.pdf)

## Activity 2 – Advantages of introducing plurilingual approach. Broadening the scope of language teaching with values.

**Activity 2**

Read the following extract from the article by [Vilija Targamadze](https://www.researchgate.net/profile/Vilija-Targamadze?_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19) and [Roma Kriauciuniene](https://www.researchgate.net/profile/Roma-Kriauciuniene?_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19) **“THE PLACE OF VALUES IN PLURILINGUAL EDUCATION: A UNIVERSITY TEACHERS’ VIEWPOINT”**

<https://www.researchgate.net/publication/326101802_THE_PLACE_OF_VALUES_IN_PLURILINGUAL_EDUCATION_A_UNIVERSITY_TEACHERS'_VIEWPOINT>

“Language is not just a means of communication but also a powerful tool for thinking and value transfer, thus, for identity formation. Language is a tool for development & reconstruction of the ways students understand the world and themselves (159).”

“The interviewees’ answers also revealed that university teachers have to purposefully choose appropriate teaching / learning materials to develop students’ value attitudes (163).”

**PLACE OF DEMOCRATIC CITIZEN’S VALUES IN TEACHING LANGUAGES :**

**1. Look at the list of examples of democratic citizen’s values:**

* multiculturalism,
* tolerance and empathy,
* respect for different languages,
* respect for different cultures,
* tolerance regarding different opinions.

**2**. **Reflect on the following questions:**

**Question 1** Do you agree that it is important to introduce democratic citizen’s values in language teaching and subject teaching?

**Question 2** How important is integrating language teaching with culture and traditions?

**Question 3** Do you introduce democratic citizen’s values in your teaching? YES / NO

**Question 4** If yes, how do you do it? Do you use specially designed / prepared materials for that? YES / NO

**Question 5** Do you agree that plurilingual approach fosters and introduces democratic citizen’s values naturally?

## Self-evaluation

To what extent did getting acquainted with the text and answering the questions above help you appreciate the democratic citizen’s values introduced naturally in plurilingual teaching?

0 – not at all 1- mildly 2 – sufficiently 3 – fully

## Notes for the trainer

Hanna Komorowska “[*Wielojęzyczność w edukacji i poza nią*](https://jows.pl/brepo/panel_repo_files/2023/01/02/bk4tvl/jows-2-2018-komorowska.pdf)*” (PLurilingualism in eduction and beyond) 2018* [*https://jows.pl/brepo/panel\_repo\_files/2023/01/02/bk4tvl/jows-2-2018-komorowska.pdf*](https://jows.pl/brepo/panel_repo_files/2023/01/02/bk4tvl/jows-2-2018-komorowska.pdf)

[Vilija Targamadze](https://www.researchgate.net/profile/Vilija-Targamadze?_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19) and [Roma Kriauciuniene](https://www.researchgate.net/profile/Roma-Kriauciuniene?_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19) **“THE PLACE OF VALUES IN PLURILINGUAL EDUCATION: A UNIVERSITY TEACHERS’ VIEWPOINT”**

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