# Didactic materials type 1

## Scenario 4

**Thematic scope of Scenario 4:**

Paradigm shift in language teaching and learning as an active response to 21st century European community growing communication needs. The shift towards action oriented, agentive (using students’ experiences with language and cultures and with students given an active role as agents of their own learning) plurilingual and pluricultural education. To enrich target language teaching with plurilingual perspective as a tool of learning a language by developing students communicative competence in a multilingual and multicultural European community.

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| **LANGUAGE OR SUBJECT COURSE:** Teacher training course for an international group of teachers. | **CLASS:**diversified linguistically  |
| **TITLE:** What does a shift in teaching and learning languages mean in practice?**AUTHORS:** Dorota Campfield, Anna Murkowska, Joanna Fituła, Jacek Romaniuk, the University of Warsaw, Poland |
| **PLURILINGUAL STRATEGIES:**translanguaging / cross-linguistic approaches / receptive intercomprehension |
| **SCENARIO 4 OBJECTIVES:** This scenario aims to raise awareness and understanding of an inevitable and important shift in the language teaching and learning paradigm to provide a plurilingual perspective. |
| **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. |

**Communicative language teaching in multilingual and multicultural environment**

## Activity 1

Read the following extract of an article by Marta Kaliska [“An Action-Oriented Approach to Language Corpora in Foreign Language Teaching”](https://www.researchgate.net/publication/309611164_An_Action-Oriented_Approach_to_Language_Corpora_in_Foreign_Language_Teaching):

Since the advent of communicative approach which focuses primarily on real-life communication acts, presenting new vocabulary and grammar structures within a given context or theme, language teaching has undergone a pattern shift. The methodology has acquired more interactive and sociocultural dimension involving an active attitude of learners towards their own learning process. It has developed into the actionoriented approach which views learners as social agents: members of society who have to accomplish (not only) linguistic tasks in a wider social context. According to CEFR (2001) language teaching/learning should embrace both linguistic activities and socio-cultural, pragmatic aspects of interpersonal communication where language is seen as a means to achieve non-linguistic goals. This approach implies more intensive involvement of learners who become conscious of their own needs and internal abilities, they learn by doing, by interacting with other learners (Vygotsky’s theory) and by exploring independently the sociocultural reality of a foreign language. In order to achieve such didactic goals, course syllabuses and materials need to be organized on the basis of authentic texts which reveal patterns of actual language within a sociocultural context. Language corpora can be a significant source of a real use of language, providing learners with linguistic, sociocultural and pragmatic data that allow them to analyze lexical and grammatical structures that occur in given real-life situations. Therefore, they can constitute ideal materials for designing didactic activities which can increase the motivation of learners as well. The presentation will attempt to show some action-oriented didactic solutions concerning the use of language corpora in designing teaching/learning activities conducive to more effective language acquisition.

## Activity 2

**A shift in language education[[1]](#endnote-1) focuses on:**

* **Action-oriented approach (AoA):** based on collaborative purposeful and interactive tasks in the classroom performed by the learners
* **Agentive**: using students’ lived experiences with languages and cultures and with students given an active role as agents of their own learning
* **Plurilingual and pluricultural:** broadening the scope of language teaching with different languages and different cultures

**Reflect on the following questions:**

**Question 1**. To what extent do you agree that the focus on active dynamic involvement of the learners in the learning process is effective in language learning?

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

**Question 2.** To what extent do you agree that the role of the teacher changes into the facilitator of the learning proces?

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

**Question 3**. To what extentdo you agreethat learning languages should satisfy students’ growing communicative needs: in the academic life, social life and future workplace?

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

**Question 4**. Does communicative language teaching methodology respond to modern students’ communication needs? YES / NO

**Question 5**. To what extent do you understand the term ‘agentive’?

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

**Question 6.** To what extent do you agree that plurilingual approach can be used as a language teaching tool?

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

**Question 7.** Do you agree that introducing tradition and culture into language teaching is indispensible in effective communication? YES / NO

## Self-evaluation

To what extent did getting acquainted with the text and answering the questions above help you to understand an on-going shift in language education?

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

1. The definition of the shift is taken from: The CEFR Companion Volume: Enhancing engagement in language education. Reflection Day, Online: 15 June 2023: 13.00 – 18.00 CEST Report and Agenda, specially developed in particular by ‘Action-orientation, mediation, and plurilingualism and the way they align with developments in language education’, Enrica Piccardo. [↑](#endnote-ref-1)