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*Plurilingualism and curricular integration:
notes within a teacher education programme*

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Structure of the presentation

1. Main Concepts

(curriculum, language, plurilingualism, images)

2. Teacher Education Programme

3. Data Analysis

4. Conclusive reflections ...

1. Main Concepts

Curriculum

- ❑ a project (Zabalza, 1992)
- ❑ a coherent whole where every piece of knowledge finds its positions and its meaning (Beane, 2000)
- ❑ practice of a multiple mediation of the interaction among all the intervening constituents of the teaching and learning process

“a passage of personal transformation”

(Doll 1993: 4)

both for learners and teachers

1. Main Concepts

Language

“medium through which communities of people engage with, make sense and shape the world”

(Phipps & Gonzalez, 2004: 2,3)

school curriculum



language education



prepares children and youngsters to live in society, as critical and active citizens cherishing values as tolerance and respect

crucial role in curriculum development

1. Main Concepts

Plurilingualism

“Language is a life skill. It is inextricably interwoven with social experience – living in society – and it develops and changes constantly as that experience evolves and changes.” (Phipps and Gonzalez 2004: 2,3)

curricular integration

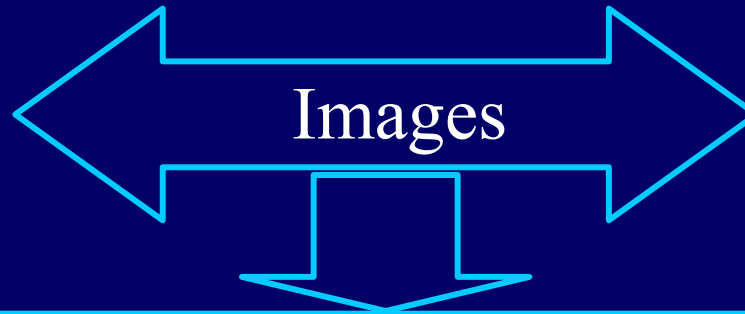
Promotion of Plurilingualism as Value and Competence

(Beacco & Byram, 2003)

1. Main Concepts

Images

language as
curricular object



curriculum

driving force for an integrated curricular
management towards plurilingualism

“Knowledge, embodied in a person and connected with the individual’s past, present and future... [Image] reaches into the past gathering up experiential threads meaningfully connected to the present. And it reaches into the future and creates new meaningfully connected threads as situations are experienced... Image carries intentionality.”

(Clandinin & Connelly, 1984 *apud* Goodman, 1988)

2. Teacher Education Programme

Framework

research project

*Portfolio and curriculum construction for
language education: potentials and constraints
within the Portuguese school system*

teacher education programme

*Working with the portfolio,
developing the plurilingual competence*

- 1st Phase – January to June 2005
- 2nd Phase – September 2005 to May 2006

2. Teacher Education Programme

- presented to all language teachers of the school
- included in the current professional development national rules

Objectives:

- raise awareness about what is being a language educator
- motivate to a collaborative and reflexive work
- question the role of the teacher in what their linguistic practice is concerned
- propose a reorganization of ways of working, attitudes and roles
- promote a practice which is organized around projects that confer meaning to it
- develop the competency of managing and valuing linguistic diversity

2. Teacher Education Programme

Teachers

Célia	30, Plu - Port, French, Engl, Germ (Spanish, Italian) [4 years service] Eng/Germ
Eugénia	37, Plu - Port, French, Engl, Germ (Spanish) [14 years service] Eng/Germ
Eunice	34, Plu - Port, Italian, Engl, Germ (0) [10 years service] Eng/Germ
Isabel	38, Plu - Port, French, Engl (Spanish) [14 years service] Eng/French
Zélia	38, Plu - Port, Engl, Germ Spanish (0) [18 years service] Eng/Germ

2. Teacher Education Programme

Data Collection

Preparation: questionnaire

First Phase January to June 2005	Second Phase September 2005 to May 2006
Individual Written Reflections <ul style="list-style-type: none">- Visiting Harbour- Arriving Harbour 1 Impressions...- Arriving Harbour 2 Clarifications...- Arriving Harbour 3 Projections... Transcription of the plenary sessions Teaching Unit Planning	Individual Written Reflections: <ul style="list-style-type: none">- Quay 1 Preparing the departure...- Quay 2 After the first step...- Reflection After Observed Lesson Films of observed lessons Transcription of the discussion sessions on the observed lessons

3. Data Analysis

Objectives

Step 1

- analyse the impact of the first phase on teachers' discourse about their practice

Quay 1: preparing the departure (Q1) (teachers define their goals and strategies to implement in their classes)

Quay 2: after the first step (Q2) (teachers reflect on what they have done after the end of the first term of the school year 2005/2006)

Step 2

- how teachers' practice matches their discourse

Reflection After Observed Lesson (RAOC)

Transcriptions of the plenary sessions (FII S05, S06, S07)

(observed lessons were watched and analysed)

3. Data Analysis: step 1

Q1 Eunice *I came to the conclusion that it would be extremely complicated to have the time to manage all these situations (lack of interest, behaviour, attitudes and values, teach foreign language one) and still motivate to the plurilingual competence*

Q2 Isabel *I also occasionally do some asides (to the "regular" class) to culturally and historically frame some information or reference(...) and it is always pleasant to observe that the pupils are curious and attentive and that occasionally mention their personal experience to contribute to these reflections in these "asides"*

- discourse is unstable and insecure (as at the end of the Phase I)
- willing to work (explain their goals and strategies)
- signs of (re)construction of their images of languages ... however...
- segmented vision of the school curriculum and verbal repertoire (plurilingual competence – seen as not included in target language)

3. Data Analysis: step 2

Categories of analysis

- general impressions of the class
- language as a curricular object
 - a) language presentation
 - b) activities
 - c) integration in the curriculum
 - d) competences to develop and
 - e) evaluation

3. Data Analysis: step 2

general impressions of the class

RAOL1 Célia *I think the lesson went well. The pupils were motivated by the topic of the lesson*

RAOL1 Eunice *The activity to identify the official languages and other languages was fruitful/ enriching, as the students mix country and language and have little knowledge of minority languages*

RAOL1 Isabel *ambitious lesson to this level therefore there wasn't enough time (90m) to the task solving and for a more concentrated approach to the exercises*

- global evaluation (quite happy with their work)
- analysis done in the perspective of the pupils' learning and reaction
- description of activities done in class (adequate and diversified)
- analysis of the structure of the class (give alternatives)

3. Data Analysis: step 2

language as a curricular object: a) language presentation

RAOL1 Zélia (...) *a text in spanish: Los Adornos de Africa taken out of the newspaper "El Pais" about tribes in Ethiopia*

- concrete situations (aspects, traits of the cultures of different countries)
- authentic materials (texts, histories, films, songs, traditional costumes, food, either in English or any other language)
- special attention to connecting these materials to the topics of the subject as defined in the national curriculum
- explore cultural, historical, geographical aspects (enlarging horizons)

3. Data Analysis: step 2

language as a curricular object: b) activities

RAOL1 Zélia, with the help of the teacher and of the Spanish dictionary, pupils were asked to summarise into English the main ideas of the text

- diversified, different, innovative
- pupils are asked to discover, learn, understand words, sentences or expressions in several languages
- pupils analyse differences, likenesses (spelling, phonetics or other levels of the linguistic work)
- process of code switching in the language acquisition

3. Data Analysis: step 2

language as a curricular object: c) integration in the curriculum

RAOL1 Isabel (...) I still think that it is difficult to articulate and/or foster diversified activities that awaken pupils' plurilingual and intercultural conscience and observe the national curriculum in elementary levels of language, because pupils are not fluent in English, and that compels us to the (tempting and almost abusive) use of the mother tongue

- respect the logical connection of the lesson with the whole planning of the subject
- count on the previous knowledge of the pupils coming from other curricular areas
- recognise the importance of developing plurilingual and intercultural competence
... however...
- main concern with the target language (English Language) within the national curriculum orientations

3. Data Analysis: step 2

language as a curricular object: d) competences to develop

RAOL1 Célia *it is possible to understand completely unknown languages if we have images or words in languages we know*

RAOL1 Zélia *I think that developing the plurilingual competence of the pupils is indeed an added value in the more and more global context we live in*

PII S05/169, 171 *all other languages are very beautiful and different but ours is English (...) our target is really the English language*

- plurilingual and intercultural competence – centre of class work
- eye, ear and thought* education
- learning in areas beyond the school subject English or any other curricular content ... **however** ...
- fluency and accuracy as main concerns

3. Data Analysis: step 2

language as a curricular object: e) evaluation

RAOL1 *Célia participated enthusiastically in the tasks and asked for more activities of this kind*

RAOL1 *Zélia both pupils and teacher agreed the work was motivating and enriching. Anyway there is a sense of some emptiness*

PII S05/149 (...) *we should have given more emphasis to that diversity and to impressions/ it was/ I don't know it seems it is vague/ and I still don't have their written reports*

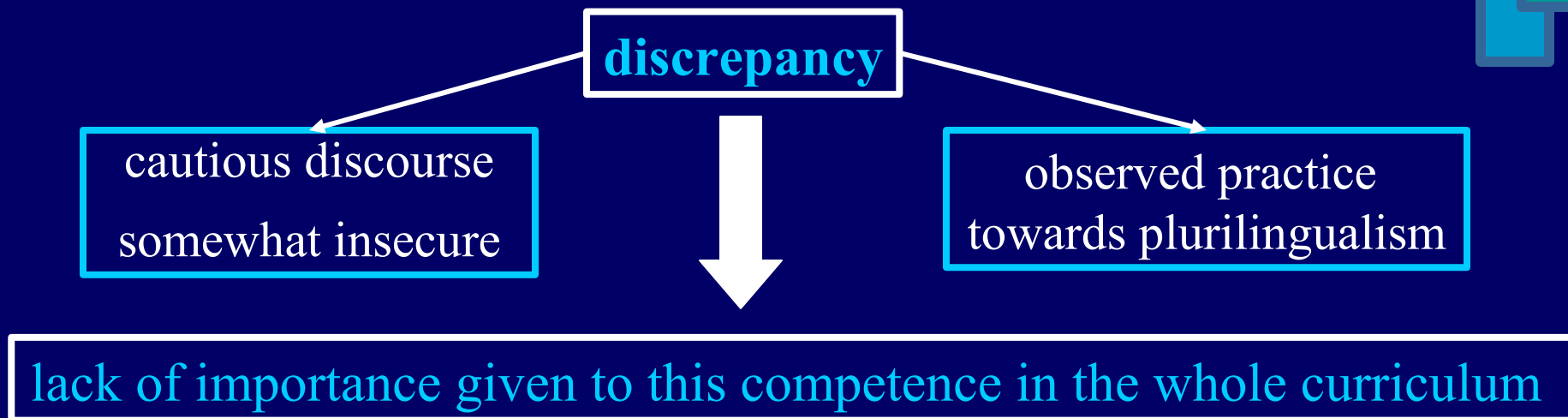
- observation of pupils' reaction to the activities
- non systematic
- a sense of some emptiness (vision of a product-centred teaching)

3. Data Analysis: step 2

Transcription of plenary sessions: three issues

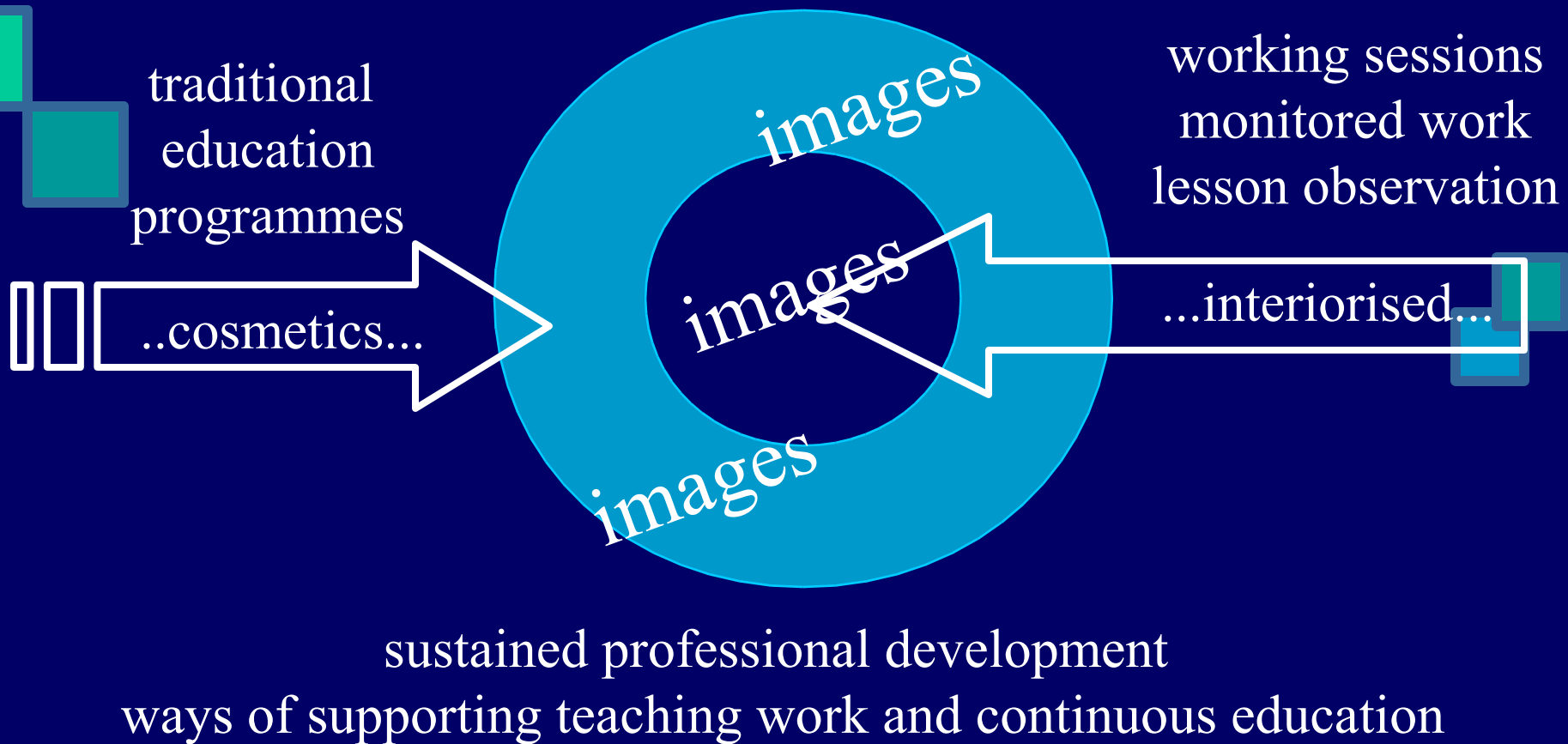
1. opportunity of watching themselves in action (mirror)
2. aware of pupils' potentials (realised pupils can construct meaning)
3. realised their power of (re)constructing curriculum

Teachers' practice goes beyond their discourse on what they do in class



5. Conclusive Reflections

Teacher Education Programme



5. Conclusive Reflections

Teachers

in transition
in and out

paradigm shift

humanist view of meaning construction

- support of the context
- time

Language Education
Plurilingualism

innovation and curricular integration

5. Conclusive Reflections

Plurilingualism and Curricular Integration

- ❑ consistent practice changes can not be taken for granted even if there seems to have occurred a change in beliefs observable in isolated classes
- ❑ curricular integration and plurilingualism can become a reality if teacher's work is supported by education programmes which bring reflection and integration into school
- ❑ go beyond subject-frame towards a real curriculum understanding and construction
- ❑ self-empowering process where teachers (re)construct their professional knowledge (language+curriculum+themselves)

5. Conclusive Reflections

“passage of personal transformation”

(Doll, 1983)

This is to be an island in the middle of all this desert

FII S03/448

isolated experiences are not enough to change groups and individuals
each of them must find the own piece in the big puzzle

Thank You!

Obrigada!

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