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Plurilingualism and curricular integration: notes within a teacher education programme

Introduction

The topic of the text is related to teacher professional development as far as language education is concerned. Language education involves not only language acquisition, but also the concern for the respect for cultural diversity and intercultural competence, aspects that have become prominent educational goals in Europe (Beacco & Byram, 2003). Therefore, plurilingualism is understood as a means of recognising difference within a globalised society, and of integrating it through strategies that open us to others, trying to understand and accept them in their uniqueness. In this context, including linguistic diversity in curricular practice enhances to face two major educational concerns, namely the growing human mobility and the need for a real preparation towards global communication and understanding.

Having these considerations in mind, this paper will analyse some data from an Education Programme for in-service language teachers. We will present how teachers, in their discourse, value the different languages in the curriculum and the integrated development of a plurilingual and intercultural competence. Therefore, we will compare teacher's discourse on their practice with their reflection on classroom practice by analysing their reflection after observed lessons where each teacher implemented a plurilingual teaching and learning approach. We'll discuss the impact of the programme on teachers' discourse and analyse how teachers' practice matches their discourse. Finally, we'll try to point out how can curricular integration of plurilingualism become a reality. With this study we hope to contribute to the discussion on alternative models for teacher education programmes, where theory and practice are intertwined and teachers are supported during the process according to their individual needs.

Languages and Curriculum

Considering language the “medium through which communities of people engage with, make sense and shape the world” (Phipps & Gonzalez, 2004: 2,3), the task of a language educator is to help learners to make sense of the world through languages, a much broader view of language than just skills or competences.

Thus, a new challenge emerges for language teacher’s practice and professional development, which materializes plurilingual and intercultural education into a present challenge in Curriculum Studies.

We assume curriculum as a project (Zabalza, 1992), a coherent whole where every piece of knowledge finds its position and its meaning (Beane, 2000). It is a vision that overcomes frontiers between subject-matters, therefore between languages, it is a merging process where curricular integration becomes effective. In this perspective, curriculum refers to the practice of a multiple mediation of the interaction among all the intervening constituents of the teaching and learning process (learners, teachers, knowledge, parents, context, community) (Sá-Chaves, 1999). It further refers to a dynamic and process-oriented vision of teaching and curriculum construction, where teachers and learners engage themselves in a interaction with each other and seek meaning through alternative interpretations and transformations (Soltis, in Doll, 1993). As Doll puts it, curriculum is “a passage of personal transformation” (1993: 4), both for learners and teachers.

Therefore, the educational process shows a strong link between teachers’ identity and their practice (Freeman, 2002; Ellis, 2004). In this context, teachers’ images and representations both of themselves and of their profession become very important as they influence and shape their practice:

“The interaction between teachers’ knowledge, conceptions of teaching and learning, and the world of practice, is an important dimension that should be taken into consideration in understanding teacher knowledge” (Tsui, 2003: 63).

Hence, we can not disregard the influence of concepts, ways of thinking and complex professional logics, sometimes even hermetic to the teachers themselves, both in the discourse and also in plurilingual curricular practices (Freeman & Richards, 1996; Sanches & Jacinto, 2004; Woods, 1996). These conceptions are the driving force for a coherent curricular management which integrates linguistic diversity, promotes intercomprehension and values the linguistic identities of individuals and communities

(Andrade *et al.*, 2003; Andrade & Pinho, 2003). Images, understood as significance nets, are non-linear incoherent systems and constitute a practical philosophy. These *guiding images* can be understood as

“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, 1988 *apud* Goodman, 1988).

We realise that professional knowledge is in itself a process of transformation, change, innovation (Tillema, 1998) and of linguistic awareness (Andrews, 2003); a process of openness to other ways of being and becoming a language educator. We are talking of an identitary project of the language educator, understanding project as the strategic concept that allows us to structure an oriented and experienced coherence (Roldão, 2001). Once again, and believing that the capacity of innovating seems to be related with the images and representations about what the teacher considers important in language education (Bennett, 1995; Tann, 1993), it is necessary to design teacher educational programmes funded on the possibilities of “becoming”, respecting and having in account the teachers’ universe, not usually welcoming change.

To accomplish the task of language educator teachers must be aware of their images on curriculum, on languages as a teaching and learning object and of their curricular integration, which is to say, teachers must be aware of their task and of their own way of making sense and shape the world. We are referring to an empowering process where teachers become capable of (re)constructing their professional knowledge, always questioning themselves and their practice to respond the multiple challenges in the responsibility of preparing learners to the present and to an anticipated future, through a process of awareness to diversity, valuing their language and culture and as well as the language and culture of the Other.

Assuming that the ultimate goal of a school curriculum is to prepare children and youngsters to live in society, as critical and active citizens cherishing values as tolerance and respect, language education can play a crucial role in curriculum development. As Phipps and Gonzalez say,

“Through language they (learners) become active agents in creating their human environment, this process is what we call *linguaging*. Linguaging 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.” (2004: 2, 3).

Thus, plurilingualism goes beyond the linguistic and communicative process, it involves a complex, multiple language competence that is activated in intercultural contexts of communication where multiple resources are set in motion and shape the way in which each individual relates to Otherness (Conselho da Europa, 2001; Kohonen, 2002), therefore to the world.

Developing a plurilingual and intercultural approach in language classes means an increasing complexity of the teaching task and a need of teacher education programmes which support not only the (re)construction of images of the teaching affair but also the innovation in practice. Nevertheless, we must also be aware that practice changes can not be taken for granted if there seems to have occurred a change in beliefs (Clarke & Hollingsworth, 2002), therefore our teacher education programme develops a corresponding sophistication in models of both teaching and of teacher professional growth so as to adapt our monitoring work to each of the teachers, as Clarke & Hollingsworth advise: “professional development programs should be deliberately designed to offer participants the opportunity to enact change in a variety of forms and change sequences consistent with individual inclinations” (2002: 962).

Teacher Education Programme

a) framework...

Working with the portfolio, developing the plurilingual competence is a teacher Education Programme and part of a larger research project¹ entitled *Portfolio and curriculum construction for language education: potentials and constraints within the Portuguese school system*. The Teacher Education Programme aims at raising awareness about what is being a language educator and tries, simultaneously, to motivate to a collaborative and reflexive work, using the portfolio as a pedagogical tool which promotes plurilingualism and interculturality, that is, a tool for the integration of linguistic and cultural diversity. Furthermore, it questions the role of the teacher in what their linguistic practice is concerned and proposes a reorganization of ways of working, attitudes and roles. It promotes a practice which is organized around projects that confer meaning to it, giving the teachers the possibility to develop the competency of

¹ PhD-project funded by the F.C.T. (Foundation for Science and Technology), currently being developed at LALE (Open Laboratory for Foreign Language Learning), Department of Didactics and Educative Technology, University of Aveiro.

managing and valuing linguistic diversity (conf. Camilleri et al, 2003, on language teacher competencies).

The programme had two phases and covered a period of two school-years (2004/2005 and 2005/2006). It was addressed to all language teachers (mother tongue and foreign language) of a secondary and upper secondary school², and was attended by five English teachers, who voluntarily participated, forming what could be identified as a learning community (MacLaughlin & Talbert, 2001, in Little et al. 2002), willing to question their practice and modify it in the scope of their professional development. Table 1 summarizes the main characteristics of the five teachers involved in the education programme. They are all women between 30 and 38 years old. Only one teacher has less than 10 years of teaching. They teach German and English, except one who teaches English and French. They all say they know 4 to 6 different languages, being the majority of them common among them. Though three of their families have experienced emigration, there is one who does not consider her family neither bilingual nor plurilingual. They all consider themselves plurilingual.

They share a common plurilingual basis. Knowing that plurilinguals, as a group think in more flexible and divergent ways than monolinguals, as a group, they innovate more, create more new knowledges and dreams (Skutnabb-Kangas, 2002), this working platform is a good start for our intention of revealing clearer identities, intertwining personal biography with the professional development. Furthermore, as Ellis (2004) argues this “rich background in language learning must provide a stronger knowledge base for the formation of personal beliefs and practices than a less rich one” (p. 105).

The first phase took place from January to June 2005 and had two distinct parts: twenty five hours of plenary sessions and twenty five hours of individual work. Borrowing from Kohonen (2004) the concept of *bridging tasks*, teachers had assignments between the sessions that involved professional reading and reflection on discussed topics. We called them *Visiting Harbours*. These tasks monitored the individual work.

In the second phase, which took place between September 2005 and May 2006, we followed and monitored the effects of the first phase enhancing a teacher’s practice, which valued plurilingualism and implemented the portfolio as a privileged pedagogical

² This project was conducted by Maria de Lurdes Gonçalves, teacher of the referred school, on investigation licence and funded by FCT (Foundation for Science and Technology), POCI 2010 Programme.

tool. We held working sessions and videotaped classes, which were afterwards viewed and discussed in plenary sessions.

As Clarke and Hollingsworth (2002) argue, professional development is a complex process, and it is different according to each teacher, since it is intertwined with personal development, identity and also with the real curricular practice of each professional. The education programme we designed offers a different model for teacher education, entailing an opportunity for professional development within the working context, by combining both working sessions among teachers with monitored work and lesson observation.

Thus, we hope to make our way into a reflexive school (Alarcão, 2001, 2003), stimulating and harnessing the value of clusters of learning and practice (Andrade and Araújo e Sá, 2001). This programme shapes what Nóvoa assumes as an analytic teacher education, which according to this author, prepares the teachers for a "deliberative transposition of knowledge", that means, "a practical mobilization of knowledge in unexpected situations" (our translation, 2004: 4) made possible through a (re)construction of professional knowledge where the images of language as curricular object are included.

b) preliminary results...

According to some data analysis done elsewhere³ the first phase of this education programme has given the teachers a chance to (re)construct their images of languages, as they have shown some break through in giving up the vision of languages as segmented objects in the curriculum. Still, at the end of the first phase, their discourse is unstable and insecure in what the recent acquired knowledge is concerned. Nevertheless, these features, according to Nóvoa, confer security to the education process because, as this author puts it, "education does not occur before the *change*, it occurs *during* it, it produces itself in the effort of innovation and search here and now of the best track for school transformation" (our translation, 2002: 60).

³ ANDRADE, Ana Isabel; CANHA, Manuel Bernardo; GOMES, Sílvia; GONÇALVES, Lurdes; LEITÃO, Célita; MARTINS, Filomena; PINHO, Ana Sofia & SÁ, Susana (col).(2006) *Educação e Plurilinguismo na Formação de Professores*. Aveiro: Universidade de Aveiro. (This text was produced under the scope of the Project Images of Languages in Intercultural Communication; POCTI/CED/45494/2002, coordinated by Maria Helena Araújo e Sá, on going at the Aveiro University).

c) further data analysis...

In this paper we focus on the second phase of the programme. We want to analyse the impact of the first phase on teachers' discourse about their practice and how teachers' practice matches their discourse. Therefore, from the collected data (Table 2), we selected to our analysis the individual written reflections from the second phase; *Quay 1: preparing the departure*, where teachers define their goals and strategies to implement in their classes and *Quay 2: after the first step*, where teachers reflect on what they have done after the end of the first term of the school year 2005/2006. Then we'll compare their words to their individual reflection after being observed in action *Reflection After Observed Lesson*, that is, in class with their pupils. We'll also take in account the analysis of the transcriptions of the plenary sessions where the observed lessons were watched and analysed.

We follow a qualitative perspective based on content analysis with categories arising from the blending of data to our theoretical framework. Bearing in mind that action is determined by representations (Kervran 2005, in a study about primary language teachers and Casellotti & Moore, 2002), it is important to know teachers' images and representations about language as a curricular teaching object, which is our main category of analysis. It refers to all linguistic and cultural details as far as learning a language are concerned. In other words, it refers to all the conceptions on language as a curricular object in its relationship to learners, to the way language is presented in class context, to the activities done to learn it, its place in the curriculum, to the language competences that are important to work on and develop and to the evaluation processes.

The five teachers are naturally different persons and display different personal and professional features and these personal traits became more evident in this phase as each of them was responsible for their work with their classes, the teacher educator kept a supervising and monitoring function.

As a note it is important to mention that in the second phase of the programme one of the involved teachers experienced unemployment problems for some time but has never questioned her participation in the project. She attended the first working sessions and kept a close contact with the teacher educator so as to be update to the work of the group and she contributed in a different way. In fact, her contribution allowed the teachers to enlarge their horizons as far as language teaching is concerned.

She taught English to 8-9 year old children and the teachers could get a glimpse of the work within a different age group, as their pupils' ages range between 13 to 18 years old.

We analyse *Quay 1* on teachers' dispositions and prospects to future work in the beginning of the second phase of the programme as far as goals, strategies and general disposition are concerned. The teacher who experienced unemployment problems expressed herself enthusiastically about her future work but did not mention either her goals or strategies. One of the teachers predicts some difficulties and has low expectations on her pupils' performance; therefore her goals to achieve include the arousal of her pupils' consciousness as far as language learning strategies are concerned and their own responsibility in the whole process. The mentioned strategies by all the teachers include reflection, explanation of learning processes and sharing them with the schoolmates.

It is interesting to note that one of them explains how she chose the class to work with. Her explanation is clearly connected to a segmented vision of the school curriculum, which does not include the development of the plurilingual competence (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.* She relies on her good relationship with her students to achieve her goals.

When asked to reflect on the work done during the first term of the school-year *Quay 2: after the first step...* (Q2) they begin by describing the activities they've done during the first term and one of them evaluates her work as a challenge to innovate her practice. The activities are classified as "simple" and also as something "aside" to the real work. This point of view is connected to the already spotted notion of a segmented curriculum, 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".*

As for the work with the portfolio, one of the teachers does not mention it, another one recognises she is not doing a systematic work, and the rest are implementing it as a an archive, which was not the discussed approach during the first phase of the Teacher Education Programme, RAOL1 Isabel *These and other "learning experiences" can be archived and/or included in the Portfolio.*

The fact that the adjective “simple” is used by the teachers to describe the activities they conducted in class may be related to the notion that to develop the plurilingual and intercultural competence teachers need complex and sophisticated strategies and materials, that’s why they refer to their activities as being *small things* (PII S05/6). These small things happen in an unplanned and not systematic way in the class and it is not considered formal, PII S07/240 *we do a little bit/ apart from this/ this/ lesson mainly dedicated to this exploitation*, PII S07/243 *we don’t do in such a formal way* PII S07/245 *it is because it comes up in class but we can not say it is planned*. This seems to indicate as well that they don’t consider this competence as part of the curriculum. Furthermore, these notions can also indicate that the teachers are still insecure about their own competence to implement a plurilingual approach in their classes, as spurred at the end of the first phase.

However, it is interesting to note that teachers refer the positive reaction of the students and even progress in using/managing this competence, Q2 Eunice *(Some) pupils have already a plurilingual sensibility and try to demystify the learning processes, trying to explain, reflect on and clarify how*.

When asked to reflect on their observed lessons, *Reflection After Observed Lesson* (RAOL) teachers start by a global evaluation and describe the activities done in class. Their analysis is done in the perspective of the student’s learning and reaction, fact which is consistent with their personal and affective concern with the pupils, which we can witness on the videotaped lessons. We analysed their discourse about their practice focusing two main categories: general impressions of the class and language as a curricular object.

As far as general impressions are concerned, all teachers state they are quite happy with their work because the students liked, responded and engaged well in the activities, RAOL1 Célia *I think the lesson went well. The pupils were motivated by the topic of the lesson*. The proposed activities are considered adequate. They are evaluated by their level of difficulty and also by the cultural enrichment of the pupils, which is referred as a very positive aspect, 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*. They also analyse the structure of the class and mention what they should have done differently and what went wrong, 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*.

The category language as a curricular object expressed itself in five main aspects: a) language presentation, b) activities, c) integration in the curriculum, d) competences to develop and e) evaluation.

The analysis of the teacher's discourse within these five aspects allows us to draw the following observations:

a) **(language presentation)** The learning language is presented through concrete situations, aspects, traits of the cultures of different countries. Teachers use authentic materials: texts, histories, films, songs, traditional costumes and food either in English or any other language, RAOL1 Zélia (...) *a text in spanish: Los Adornos de Africa taken out of the newspaper "El Pais" about tribes in Ethiopia.* The choices made in this field let us understand the personal characteristics, likes and dislikes of each teacher. They draw special attention to the way they connect these materials to the topics of the subject as defined in the national curriculum and explore cultural, historical, geographical or other aspects, having a clear preoccupation of showing our world to the students, so that they can better know and understand it. It is a matter of enlarging horizons.

b) **(activities)** The activities or tasks done in class are diversified, different, innovative. Pupils are asked to discover, learn, understand words, sentences or expressions in several languages. To accomplish this they have to analyse differences, likenesses (spelling, phonetics or other levels of the linguistic work). They are also asked to summarize ideas in English, 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.*

c) **(integration in the curriculum)** Teachers respect the logical connection of the observed lesson with the whole planning of the subject and they count on the previous knowledge of the pupils coming from other curricular areas, especially geography. Though they recognise the importance of these activities to develop the plurilingual and intercultural competence, their main concern is the teaching of the target language (English) within the national curriculum orientations, RAOL1 Isabel *I enjoyed preparing and teaching the lesson. However, 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;* RAOL1 Eunice *These activities were guided and conducted in Portuguese the most of the time, because the pupils have little knowledge about the culture of the countries and they are not fluent in English.*

d) (**competences to develop**) It is clearly the plurilingual and intercultural competence which is the centre of the work in the observed lessons, RAOL1 Célia *it is possible to understand completely unknown languages if we have images or words in languages we know*. For these teachers it is also a matter of *eye, ear and thought* education, it is a matter of arousing sensitivity to other languages, to learning in other areas beyond the school subject English or any other curricular content, 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*.

However, as seen above, and though they value the development of other competencies, fluency and accuracy, the linguistic competence in the English language are their main concerns PII S05/169, 171 *all other languages are very beautiful and different but ours is English (...) our target is really the English language*.

e) (**evaluation**) Evaluation is mainly done through observation of pupils' reaction to the activities. It is mainly done orally (if they liked or disliked), or through presentation of group work, in which pupils must refer the new learning and difficulties encountered, 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*.

Considering the data from the transcription of the discussion sessions on the observed lessons (PII S05, PII S06, PII S07), we can say that teachers do not add much to what they had already written when reflecting on their own practice. However, the plenary sessions allowed them to have a better understanding of the whole process of teaching and learning, once they were, at that time, playing a new role, they were the audience. Three important issues emerged.

The first issue is connected to the fact that teachers had the opportunity of watching themselves in action. Two teachers realised they spoke very loud and one of them realised how fast she was in conducting the lesson, FII S07/196 *first I speak too loud / Jesus always shouting*. The other two teachers were quite comfortable with the image of themselves they watched.

The second issue is connected to power, PII S02/114, 116 *I would like to say eh/ I think/ when we are watching from the outside/ we become somehow aware of the power we have as teachers eh/ isn't it?/ of fostering things (...) it does not have to do*

with the plurilingual competence but it has to do with the power which lies in us. Teachers realised the power they have and that this power can be used.

The third issue is related to the knowledge of their pupils. Teachers are surprised with the reaction of their students, both because the majority of them enjoy these activities and even those who they thought wouldn't engage in the activities because they normally don't, did participate and became motivated this way. PII S07/92 *I liked a lot / really a lot/ and I liked to see the small children/ some interested/ some not /isn't it?*, PII S07/272, 274 *those children that don't participate or have never understood/ they don't understand/ but we can't obviously quit them/ isn't it?/ and sometimes there is even something curious / João who is a pupil with a lot of difficulties / really enjoyed this lesson; (...) and he has lots of problems in English/ you see?/ but he liked this a lot/*. It is also interesting to note that even pupils are surprised with their performance RAOL1 *Zélia pupils were initially reluctant, but at the end of the work their enthusiasm about the work was visible and they were surprised by their own skills*

d) discussion...

Having analysed the data, we can say that the first phase of the programme had a positive impact on teacher's discourse, since all of them were willing to implement both the portfolio and a plurilingual and intercultural approach in their classes at the beginning of the second phase.

Teachers' practice goes beyond their discourse on what they do in class. Activities and materials are linked to other curricular areas and teachers clearly count on and use pupils' previous knowledge and extra school experience in the meaning construction. The discrepancy between a cautious discourse, somewhat insecure and the observed practice that clearly develops plurilingual and intercultural competence could be related to lack of importance given to this competence in the whole curriculum and also in language learning itself. This fact may give us a hint for the reasons underlying the kind of evaluation carried out. Neither in the discourse nor in the practice has evaluation much value or weight. This fundamental item for the monitoring of the teaching and learning process is dim. The portfolio, as a pedagogical tool, thought to support evaluation is used as archive or in a non-systematic way, rather on a voluntary basis (extra-work). It is not a main part in of teaching learning process.

Though teachers clearly developed the plurilingual and intercultural competence in the observed lessons, language learning is still segmented, on the one hand the

English Language, the linguistic competence, and on the other hand, the plurilingual and intercultural competence, disclosing their discourse a segmented vision of languages in the curriculum.

The data gathered along the discussion sessions on the observed lessons confirm what the teachers had already written in their individual reflections. Its added value lies in the fact that on that particular occasion teachers played a different role, therefore they could experience a different perception, a different perspective of analysis. The three issues that emerged: 1. the possibility of watching themselves; 2. teacher's power and 3. teacher's knowledge of their pupils, seem to be pieces to explore towards a more firm and planned plurilingual and intercultural approach. The power they just sensed can be explored so as to find a path towards planning an integrated development of the plurilingual competence. Power could be used to manage language classes towards plurilingualism and curricular integration.

Conclusion

The preliminary results help us to better understand teachers' images on language as a curricular teaching object towards plurilingualism and the pedagogical means of developing it. The data point out to a process of (re)construction of images and therefore to the real possibility of an integrated development the plurilingual competence in class because teachers are aware and value it, as a result of the education programme.

However, teachers are still linked to a technicist view of the teaching task and to an utilitarian use of language. We can say that teachers balance between a movement of in and out, either on the previous standpoint or in the new one. They are in transition, like in the middle of a bridge not being sure of either moving forwards or backwards.

Moving forwards is a step towards a paradigm shift into a humanist view of meaning construction giving way to a real language education, assuming the role of a language educator, a comprehension professional, a bridge builder between individuals, languages and cultures (Larrosa & Skliar, 2001).

This step forwards implies the change and support of the context towards innovation and curricular integration. Though we assume curriculum as a "passage of personal transformation", isolated experiences are not enough to promote change and innovation, they'll just be pieces of a puzzle, of which we don't know the main picture

(Beane, 2000). Teachers look forward to a reflexive school but they feel isolated and can not go further.

An interesting finding was that teachers valued aspects which are different from the analysis object. Firstly they became more aware of the potentials of their pupils and realised their pupils can construct meaning. Having put aside a curriculum centred teaching for a while they had a glimpse of the process of curriculum construction with their pupils.

Secondly, they realised their power of (re)constructing curriculum, a much further aim of the programme, which deserves a closer analysis and should have been deeply worked.

Finally, we can say that curricular integration and plurilingualism can become a reality if teacher's work is supported by education programmes which bring reflection and integration into school, that is, not confined within their subject frame, but going beyond it towards a real curriculum understanding and construction.

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Tables

Teachers	Sex	Age	Family monolingual bilingual, plurilingual	Self monolingual bilingual, plurilingual	Service	Language taught at school	Language Reception & Production skills	Language Reception skills only
Célia	F	30	B	P	4	English German	Portuguese, French English, German,	Spanish, Italian
Eugénia	F	37	M	P	14	English German	Portuguese, English French, German	Spanish
Eunice	F	34	M	P	10	English German	Portuguese, Italian English, German,	
Isabel	F	38	M (2 people B)	P	14	English French	Portuguese, French English	Spanish
Zélia	F	38	M	P	18	English German	Portuguese, German English, Spanish	

Table 1: Teachers' Characterization

Preparation	First Phase	Second Phase
Questionnaire	Individual Written Reflections - 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: - 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

Table 2: Collected Data