TC4PI FRAMEWORK DOCUMENT

TEACHER COMPETENCES FOR PLURILINGUAL INTEGRATION

Edited by Paloma Castro

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Table of contents

INTRODUCTION

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TC4PI Framework Document is a publication product of a multilateral Comenius project *Teacher Competences for Plurilingual Integration (TC4PI)*

TC4PI Framework Document has the following **features**:

> ➢ TC4PI Framework is a theoretical description of a structure
> ➢ This document is a guide for teachers and future teachers. It provides guidelines for improving plurilingual integration in multicultural education environments.
> ➢ The framework is based on cooperation between partners coming from teacher education institutions, mobility for teachers and teacher trainers, strengthening of linguistic and intercultural competences, and reflecting and dialoguing on good practices in different education contexts. The triangle teacher education-research-innovation is conceived as an innovative element for contributing to lifelong learning.

TC4PI Framework Document is a basic structure underlying a system. The Document describes the basis of a balanced working structure:

- Partnership structure
- Research
- Training
- Evaluation

According to the Project, TC4PI Framework was conceived to:

1. Create a common useful range of tools to help teachers across Europe to acquire and develop multicultural competencies for their teaching practice in order to improve the integration of students in the class.
2. Be a reference "framework" DOCUMENT on teachers´ competences on multicultural and intercultural education.
3. Be a useful knowledge-transferable document for multicultural and multilingual educational contexts.

The primary audience of this document is teachers, future teachers and teacher trainers however, it is applicable to a broader audience including:

- Education Authorities
- High Education (HE) teachers
- Education advisors, consultants
- Policy stakeholders
- School community: parents, other staff.

Teacher Competences for Plurilingual Integration (TC4PI) is a multilateral Comenius Project, developed between 2012 and 2015 with the support of the Lifelong Learning Programme of the European Union.

The TC4PI Consortium is composed by six institutions and five countries. It is well balanced among Pre-service and in-service, bidirectional, the relation between both areas of education is based on mutual feedback, collaboration and task sharing.

The Centro de Formación del Profesorado en Idiomas, Teacher Training Centre for Languages is the coordinator of this Project. It is a public-funded in-service Teacher Training Centres in Castilla y León, all of which depend on the Dirección General de Innovación Educativa y Formación del Profesorado, Consejería de Educación, Junta de Castilla y León - Spain.

The University of Valladolid as main Researcher of this Project is a public Spanish institution established in the 13th century. It comprises 4 campuses in 4 cities throughout the autonomous community of Castilla y León: Valladolid, Palencia, Segovia and Soria, with 25 faculties and specialized schools.

Mykolas Romeris University is a modern and dynamic European university with a creative and efficient research and academic community

The Faculty of Education of J. E. Purkyně University in Ústí nad Labem trains future teachers for both primary and secondary levels, mostly in double major subjects.

Regional In-Service Teacher Training Centre "WOM" in Bielsko-Biala is a state-owned Institution responsible to the Silesian Province Government.

Doga Schools Doga Schools manage 46 campuses in Istanbul, 40 campuses all around Turkey and also 2 campuses in Cyprus and a Doga College in Canada. The schools in total educate 75.000 students and have 7500 staff members.

Since the Project began the Consortium created a network of schools according to specific criteria for the implementation of the Job shadowing activities and VLE. These criteria are:

a. Level: Primary Education and Lower Secondary Education (at least 4 per each level).

b. Total number of job-shadowers: 8 teachers (2 per country).

But not only "Job Shadowers" are involved in this Project. In each school there are a number of teachers who participate actively in the VLE and also as host teachers when Job shadowing activities take place.

The network of schools, consisted of 48 schools from the partners' countries, allows the analysis of the existing situation in schools, the realization of job-Shadowing and the exchange, reflection and discussion on implementation strategies by using the Virtual Learning Environment (VLE). Each institution is in charge of managing the participation engagement of the school with the Project.

1. PLURILINGUALISM IN EDUCATION: TOWARDS A RATIONALE

By Dr. Paloma Castro Prieto, and Dr. Elena González-Cascos, University of Valladolid, Spain

In response to the European linguistic and cultural diversity, Member States of the European Union have introduced the promotion of plurilingualism as a priority in their education systems. It is the diversity of our societies, in terms of identity, cultures and languages, which demands different perspectives in education. This perspective is based on understanding Education as a means to contribute to and enhance the individuals´ participation in society as citizens, based on an acceptance of that linguistic and cultural diversity. For those involved in education: teacher, teacher trainers, stakeholders and politics, it has become a key challenge to face.

Language teachers play an essential role to meet this challenge. Proficiency in the use of several languages contributes to a better communication and interaction. Situations that involved the participation of individuals coming from different cultural and linguistic backgrounds require language proficiency and an acceptance of other people languages and curiosity about those languages.

In the Council of Europe´s approach to language learning, the concept of plurilingualism has grown in importance. A conceptual distinction between plurilingualism and multilingualism is found in the *Common European Framework for Reference* (2001):

> Plurilingualism differs from multilingualism, which is the knowledge of a number of languages, and the co-existence of different languages in a given society. Multilingualism may be attained by simply diversifying the languages on offer in a particular school or education system, or by encouraging pupils to learn more than one foreign language, or reducing the dominant position of English in international communication. Beyond this, the plurilingual approach emphasizes the fact that as an individual person´s experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact (Council of Europe, 2001:4).

Within the linguistic ideologies from the Council of Europe, plurilingualism is viewed as a fundamental principle in language education policies in Europe. Plurilingualism is understood as:

- A competence: an ability to use and learn more than one language languages for communication purposes. "This ability is concretized in a repertoire of languages a speaker can use. The goal of teaching is to develop this competence (hence the expression: *plurilingualism as a competence*) (Beacco and Byram, 2007: 17)
- A value: an educational value as the basis of linguistic tolerance and positive acceptance to diversity. "Speaker's awareness of their plurilingualism may lead them to give equal value to each of the varieties they themselves and other speakers use, even if they do not have the same function (Beacco and Byram, 2007: 17-18).

The aim of plurilingualism is to reach an effective communication with others, by a flexible use of the plural repertoire of linguistic and cultural resources. The experience of interacting with people from other cultural and linguistic backgrounds and in different contexts, enrich the repertoire of the individual. If learners were aware of their plural repertoire, they would be more confident to communicate with others with different linguistic and cultural backgrounds. That would lead them to give equal value to other ways of communicating, that is, a linguistic tolerance and acceptance, which is an essential component in plurilingual education. The development of plurilingual awareness would facilitate understanding of the multiple values of languages. It is interesting to highlight that the plurilingual approach is focused on the learners and the development of their individual plurilingual repertoire and not on the languages the learners are supposed to acquire (Beacco, et al, 2010).

This change of focus coming from the plurilingual approach entails a change in the expectations voiced towards teachers. Teachers are now expected not only to teach the linguistic code, but also to contextualize their code against the sociocultural background and to promote the development of a *plurilingual competence*, which is the main goal of plurilingualism and plurilingual education. The Council of Europe understands plurilingual competence as the capacity to successively acquire and use different competences in different languages, at different levels of proficiency.

This new conception requires a change in the teachers´ profile, which implies a reflective re-actualization of professional competences. A teacher´s profile, which facilitates, promotes and assures that learners acquire a plural language and cultural repertoire mobilized by a plurilingual competence. In consequence, Teacher Education institutions are responsible for attaining the requirements driven of a plurilingual education in which plurilingual competence is included as main objective.

The TC4PI project seeks to contribute to Teacher Education by providing an interactive process between teachers at in-service training stage and student teachers at pre-service training stage.

Accordingly, the TC4PI project creates a framework for developing teacher competences related to plurilingual education in order to fulfill the requirements for integrating a plurilingual competence in education. The framework is based on the following principles:

- Cooperation between partners coming from teacher education institutions: pre-service and in-service teacher training.
- Mobility for teachers and teacher trainers, strengthening their linguistic and intercultural competences.
- Reflexivity and dialoguing on good practices based on the experiences developed at different education contexts.

The triangle teacher education-research-innovation is conceived as an innovative element for contributing to lifelong learning.

With the purpose of identifying the project working concepts related to the definition of plurilingualism in education, an analysis of selected documents was made by the team members. The analysed documents were:

- Cavalli, M. et al. (2009). *Plurilingual and intercultural competence as a project*. Strasbourg: Council of Europe (DG IV/EDU/LANG (2009)3).

● Beacco, J-C, and Byram, M. (2007). *From linguistic diversity to plurilingual education: guide for the development of language education policies in Europe*. Main version. Strasbourg: Council of Europe.
● Beacco, J-C, et al. (2010). *Guide for the development and implementation of curricula for plurilingual and intercultural education*. Strasbourg: Council of Europe.

The resulting product from the analysis will provide the rationale of this framework that aims to contribute to the development of teachers´ competences for integrating a plurilingual approach in their teaching. In the following section, we will report on the aims and the approach adopted in plurilingual education, to end up with the definitions of related concepts associated to plurilingual education.

1.1. AIMS OF PLURILINGUAL EDUCATION

In order to meet the challenges driven from the linguistic and cultural diversity and according with language policies and linguistic ideologies, plurilingualism is approached by means of plurilingual education.

> *Plurilingual education* will refer to all activities, curricular or extra-curricular of whatever nature which seeks to enhance and develop language competence and speakers´ individual repertoires, from the earliest schooldays and throughout life. *Education for plurilingualism* will refer to plurilingual education (for example, teaching national, foreign, regional languages), in which the purpose is to develop plurilingualism as a competence. It will be noted that plurilingual education may also be achieved through activities designed principally to raise awareness of linguistic diversity, but which do not aim to teach such languages, and therefore do not constitute language teaching in the strict sense" (Beacco and Byram, 2007: 18).

The plurilingual approach emphasizes the fact that the language learners develop a communicative competence based on their knowledge and linguistic experiences and on the mutual relationships and interactions among the languages coming from their linguistic experiences, as a way of living together.

The aims of plurilingual education, according to the *Guide for implementing curricula for plurilingual and intercultural education* are:

● To facilitate the acquisition of linguistic and intercultural abilities, and
● To promote personal development "so that individuals can realize their full potential: this involves encouraging them to respect and accept diversity of languages and cultures in a multilingual and multicultural society, and helping to make them aware of the extent of their own competences and development potential" (Beacco et al. 2010: 18).

These aims involve adding linguistic and cultural resources to the goals of language teaching, enabling plurilingual individuals to acquire a capacity for living in the multilingual environment. That means developing a plurilingual competence.

Definitions on plurilingual competence have been found during the bibliographical research made by team members from TC4PI project (see Table 1).

PLURILINGUAL COMPETENCE
→ It is the ability to master different languages to differing degrees, to use all the resources of these known languages in communication and to realize that all the languages in individual repertoires, one´s own and other people´s, are considered as being of equal value, each in its own role. → It is a competence that can be acquired; it is not necessarily a homogeneous repertoire; it is regarded as a changing repertoire; → It is considered a repertoire of communicative resources that speakers use according to their own needs; → It is regarded as a transversal competence extending to all the languages acquired or learnt; → It is regarded as having a cultural aspect, thus forming plurilingual and pluricultural competence, as potential experience of several cultures".

Table 1 Definitions of plurilingual competence as found during the bibliographical research stage of the project

However, the aims of plurilingual education are not exclusively related to foreign language teaching:

> Introducing the plurilingual perspective in education systems is not merely a question of changing foreign language syllabuses or the way foreign language teaching is organized. It is something that concerns all schools, which should be made aware of the goals of those transformations and the issues involved. Disseminating a culture of plurilingualism is a precondition for the success of the technical changes by which plurilingualism will be implemented in education systems. (Beacco and Byram, 2007: 76).

Plurilingual education is viewed as a response to a concept of education that should be seen in relation to the right of every individual. No only its main features include the acquisition of competences, knowledge, dispositions and attitudes based on a range of different learning experiences, but also the construction of individual and collective cultural identities. The goals of those transformations, mentioned above, contribute to foster inclusion and social cohesion, pave the way for democratic citizenship and help to promote a knowledge-based society.

The aim, common to all school subjects, of producing critical adults who are unreservedly open to otherness: contact with languages and discourse genres in schools must not only give learners the competences they need to live in the community; it must also show them how these languages and genres convey and shape ideas, opinions, information and knowledge, and give them a clear picture of their workings, origins, diversity, variability and creative potential; this is thus both a form and condition of personal development (Beacco et al. 2010:19).

The critical dimension mentioned in the document is also found in the concept of intercultural competence, whose acquisition is one of the aims of plurilingual education.

Critical cultural awareness as described in the intercultural competence model (Byram, 1997) is defined as "an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one´s own and other cultures and countries" (Byram, 1997: 101). "On the basis of explicit criteria" means that learners need to be aware that judgments and prejudices are frequently based on unconscious values. For this reason, it requires that learners adopt a distance, putting themselves in the other´s place or adopting the point of view of an outsider. This ability neutralizes one´s representations about other, and detaches oneself from one's own culture.

Making the learner more respectful towards other forms of otherness means respecting democratic values. To this respect, plurilingual education contributes to the development of democratic citizenship (see glossary for definition), which also requires critical abilities. Plurilingualism is understood as a democratic value to be promoted and a competence to be developed.

> The need, in a democracy, for citizens to participate actively in political decision-making and the life of society presupposes that this should not be made impossible by lack of appropriate language skills. The possibility of taking part in the political and public life of Europe, and not only that of one's own country, involves plurilingual skills, in other words, the ability to interact effectively and appropriately with other European citizens (Beacco and Byram, 2007:36).

To sum up, we present in Table 2 the Aims of plurilingual education, as a result of the bibliographical research conducted in the TC4PI project.

	AIMS
PLURILINGUAL EDUCATION	➔ To develop linguistic abilities ➔ To develop intercultural abilities ➔ To promote personal development ➔ To contribute to the construction of individual and collective cultural identities ➔ To foster inclusion and social cohesion ➔ To contribute to the development of democratic citizenship

Table 2 Aims of plurilingual education

1.2. APPROACH ADOPTED IN PLURILINGUAL EDUCATION

Towards the attainment of the above-mentioned aims, plurilingual education adopts an approach based on communication. The purpose is to develop abilities to interact effectively and appropriately with other individuals.

Given priority to communication, a special attention to the linguistic dimensions of non-language subjects is given. This requires a curriculum that covers the entire language repertoire, by integrating linguistic varieties

> Integration, convergence or transversal organization of foreign language teaching -an approach applying between foreign languages themselves, and between foreign languages and the majority language of schooling, regional/minority and possible migration languages taught in the school, and other subjects, the links in each case being tailored to the subjects linked, in such a way that the curriculum covers the entire language repertoire concerned (Beacco et al. 2010: 19).

All linguistic varieties are at the core of a plurilingual education approach. And those varieties are promoted through the use of methods oriented towards the development of competences, particularly communicative competences: developing writing strategies, reading comprehension in the national and heritage language, analytical activities on the first language and other varieties, oral comprehension approaches, and so on.

These competences, which were also the goals of communicative approaches, are viewed from another perspective when considering methodological aspects.

> From the point of view of teaching methodology, plurilingual and intercultural education is not to be thought as a new methodology for the teaching of languages. It is rather a change in perspective, characterized by the fact that it involves not only foreign languages but those languages in proximity, the languages of the repertoires of learners, the language(s) of schooling and of all subjects (Cavalli et al., 2009: 7)

Another key aspect related to the approach adopted is the consideration that the learners are actively involved in the learning process. Through the development of reflective abilities, or participating in self-assessment activities, or promoting strategies for an independent study, teachers contribute to a holistic development of the learner. The European language Portfolio and the Autobiography of Intercultural Encounters, as an example, are useful supports in this process.

A plurilingual approach involves the use of cross-disciplinary projects, which requires coherence between contents, methods and terminologies. The languages are used to communicate meanings and emotions. This has educational, developmental and affective benefits for the learners, by considering the plurality and the diversity of languages used and learnt in school.

According to the analyzed documents, the types of activities that can be promoted for the development of plurilingual education are the following:

- Reflexive/metalinguistic activities, linked to the languages used and taught in the classroom. At pre-primary and primary level, language awareness activities introduce children to language diversity and plurilingualism, and use a consistent, planned approach to help them discover crossover links between languages.

- Grammatical activities in which learners are not simply given information on grammar, but also play a part in constructing it. These activities may lead to comparison of languages, and to a deeper awareness of the intrinsic variability of all language systems.
- Comparison activities: participating in activities which foster language awareness and openness to languages; becoming aware of differences/similarities between languages, and of scope for partial intercomprehension between related languages; participating in activities which encourage comparison of phenomena specific to various cultures.

To sum up, we present in Table 3 the main characteristics of the approach adopted in plurilingual education

	APPROACH
PLURILINGUAL EDUCATION	➔ Based on learner autonomy ➔ Involve the use of cross-disciplinary projects ➔ Active involvement of learners ➔ Promotion of reflection, self-assessment and self-study.

Table 3 Approach adopted in plurilingual education

1.3. RELATED CONCEPTS ASSOCIATED TO PLURILINGUAL EDUCATION

The bibliographical research allowed team members to identify the following related concepts associated to plurilingual education (see Table 4). The column on the left presents the concepts that were found in the document analysis and considered as associated to plurilingual education. The column on the right presents the quote from the documents that were analyzed.

RELATED CONCEPTS ASSOCIATED TO PLURILINGUAL EDUCATION	
Democratic citizenship	"A right and indeed a responsibility to participate in the cultural, social and economic life and in public affairs of the community together with others".
	"Language teaching may be linked to education for democratic citizenship. This involves designing language courses at once as a means of exercising such citizenship (i.e. Undertaking exchanges with European citizens using other linguistic varieties), and as

	education for acceptance linguistic and cultural differences".
Education for democratic citizenship	"The need, in a democracy, for citizens to participate actively in political decision-making and the life of society presupposes that this should not be made impossible by lack of appropriate language skills. The possibility of taking part in the political and public life of Europe, and not only that of one´s own country, involves plurilingual skills, in other words, the ability to interact effectively and appropriately with other European citizens".
Education for plurilingual awareness	**"**Aims to organize educational activities as part of language teaching and beyond which lead to equal dignity being accorded to all the linguistic varieties in individual and group repertoires, whatever their status in the community".
Intercultural awareness	"Concerns understanding the Other´s culture in order to ensure communication and understanding, the purpose of creating intercultural competence is to manage relations between self and others".
Intercultural competence	"Active discovery of one or more other cultures may help learners to develop intercultural competence". "Helps individuals to understand cultural difference better, establish cognitive and affective links between past and future experiences on that difference, mediate between members of two (or more) social groups and their cultures, and question the assumptions of their own cultural group and milieu". "Is crucial in the development of mutual understanding of different groups, and is the role of intercultural mediators of all kinds, from travel guides, to teachers, to diplomats and so on".
Multilingualism	"The presence of different languages at the same time in a given geographical area, is distinct from a speaker's plurilingualism, as a repertoire of languages at his or her disposition".
Plurilingual approach	"it centres on learners and on developing their individual plurilingual repertoire, and not on the specific languages they are supposed to acquire".
Plurilingual awareness	"has linguistic dimensions, both cognitive and affective; it therefore has the function of managing the cultural misunderstandings which may result from lack of linguistic understanding, lack of mutual knowledge or difficulties accepting other ways of behaving or doing things as a result of ethnocentric assessments".

Plurilingual competence	"is a unitary concept when seen in terms of it being the competence to manage plural language resources and capacities of the plurilingual repertoire, even though it has several components".
Plurilingualism	"is the ability to master different languages to differing degrees, to use all the resources of these known languages in communication and to realize that all the languages in individual repertoires, one´s own and other people´s, are considered as being of equal value, each in its own role". "It is a competence that can be acquired; it is not necessarily a homogeneous repertoire; it is regarded as a changing repertoire; it is considered a repertoire of communicative resources that speakers use according to their own needs; it is regarded as a transversal competence extending to all the languages acquired or learnt; it is regarded as having a cultural aspect, thus forming plurilingual and pluricultural competence, as potential experience of several cultures".

Table 4 Related concepts associated to plurilingual education and definitions

2. TRAINING FOR PLURILINGUALISM

2.1. THE CONTEXT OF TRAINING

By Dr. Natalia Orlova, Faculty of Education at the Jan Evangelista Purkyně University in Ústí nad Labem, Czech Republic.

The learning and development of any aspect of teacher expertise is an ongoing process spread out within a time continuum. In order to have a better understanding of the TC4PI project design and implementation, it is necessary to describe the social context or setting in which the training took place. Such a description is also necessary as any type of learning is contextual; the specific context in which it happens may "shape how learning takes place" (Burns & Richards, 2009) and thus either enhance or restrict the learning outcomes of the project.

Traditionally, a general distinction between 'natural' and 'educational' settings of L2 learning is discussed in pertinent literature (Ellis, 1994). The former takes place outside the classroom within a variety of real-life situations, ranging from interaction with L2 native speaking friends and colleagues to interaction with aural and written texts supplied by mass media or other sources. The latter term, educational setting, is usually used for describing classroom-based learning.

Applying the aforementioned dichotomy to learning teaching, and bearing in mind the target audience of the project, i.e. in- and Pre-service teachers, it is possible to define three types of settings in which the training within the TC4PI project took place:

- natural
- educational
- combined

Thus, the setting in which job-shadowing took place can be described as a 'natural' one since the development of plurilingual competences of teachers took place in school contexts, in the setting which is natural and authentic for the teaching profession. Within the TC4PI project five job-shadowing trainings were organized, their design is comprehensively described in Part 2.2 of the document. This process of collaborative and situated learning, the main principles of which, according to Wenger (1998), are mutual engagement, joint enterprise, and shared repertoire, was highly evaluated by all TC4PI participants (see more in the Chapter Evaluation).

At the same time, the training setting for Pre-service teachers who are in the initial phase of teachers' professional development can be defined as (predominantly) an educational one. Learning teaching by Pre-service teachers takes place in a university or college context through classroom experience and collaboration with peers and university educators. Within the framework of the TC4PI project, seminars for Pre-service teachers were conducted by Czech, Spanish and Lithuanian partners (University of J.E. Purkyně in Usti nad Labem, University of Valladolid, and Mykolas Romeris University in Vilnius respectively.)

The setting in which training of in-service teachers took place can be considered a combined one because such training was organized in both educational and natural settings. A particular amount of seminar hours for in-service teachers was organized at Centro de Formación del Profesorado en Idiomas CFPI in Spain, at Regionalny O´Srodek Doskonalenia Uczycieli "WOM" in Poland and at Asist Ögretim Kurumlari, A.S. in Turkey.

The issues discussed during the seminars were further tried out by in-service teachers through tasks fulfilled in the natural working setting at schools where they work on a permanent basis.

LINGUISTIC PROFILE OF THE COUNTRIES-PARTICIPANTS

The other important issue for better understanding of the project setting is a brief analysis of the linguistic situation or linguistic profile of the countries participating in the project, as differences and/or similarities that may exist within the countries influence the project implementation. The brief analysis is based on the data presented at the Ethnologue site (Lewis, Simons, & Fennig, 2015) with the focus on principal, immigrant languages and diversity index.

Thus, all the TC4PI participant countries have only one principal language, i.e. "the language that functions at the national level as a working language or a language of identity or both." (Lewis et al., 2015).

The countries have an approximate number of immigrant languages, i.e. languages that "are spoken by relatively recently arrived or transient populations which do not have a well-established, multi-generational community of language users in the country." The immigrant languages range from sixteen in the Czech Republic, ten in Turkey, ten in Spain, five in Poland, and four in Lithuania (ibid.)

Graph 1 Range of the immigrant languages in the partners' countries.

The list of the immigrant languages in the individual countries is as follows:

- The Czech Republic:
    - Belarusian , Bosnian, Bulgarian, Croatian, English, French, Greek, Halh Mongolian, Hungarian, Italian, Romanian, Russian, Serbian, Spanish, Ukrainian, and Vietnamese
- Lithuania:
    - Eastern Yiddish, Erzya, Standard Latvian, Tatar
- Poland:
    - Czech, Eastern Yiddish, Greek, Russian, Slovak
- Spain:
    - Arabic, Chinese, Fa d'Ambu, Iranian, Persian, Judeo-Tunisian Arabic, Kabuverdianu, Portuguese, Tarifit, Vlax Romani
- Turkey:
    - Avar, Chaldean Neo-Aramaic, Chechen, Dargwa, Iranian Persian, Lak, Lezgi, North Levantine Spoken Arabic, Northern Uzbek, Ossetic, Spanish

Considering the diversity index, "the probability that any two people of the country selected at random would have different mother tongues" (Lieberson, 1981 as cited in Lewis et al., 2015), and labelled by 1 as the highest possible value and with 0 as the lowest possible value, the linguistic profile of the participant countries (enumerated in alphabetical order) looks as follows:
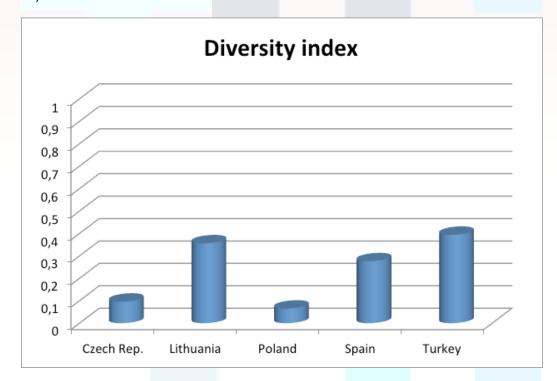
Czech Republic – 0,096

Lithuania – 0,356

Poland – 0, 065

Spain – 0, 276

Turkey – 0,394

Out of the participants, the least linguistically diversified countries are Poland and the Czech Republic with indices 0,065 and 0,096 respectively. The leading place in the issues in question is taken by Turkey with a diversity index 0,394 followed by Lithuania (0,356) and Spain (0,276). As explained by the Ethnologue editors "the computation of the diversity index is based on the population of each language as a proportion of the total population" (Lewis et al., 2015)

Graph 2   Diversity index in the partners' countries.

2.2. A COMPETENCE-BASED APPROACH

By   Dr. Lora Tamošiūnienė, Dr.Jelena Suchanova and Dr.Vilhelmina Vaičiūnienė.
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"The Council of Europe distinguishes between *plurilingual individuals*, who are capable of communicating in two or more languages, at whatever level of proficiency, and *multilingual regions or societies*, where two or more language varieties are in use "[1]. Plurilingualism forms the basis of communication in Europe and provides a more concrete basis for democratic citizenship. Thus, plurilingualism is viewed as a value and competence, that is, a means of communication and a common and diversified way of relating to the Other /Otherness. Teachers need to possess the necessary set of plurilingual and intercultural competences to educate school children to be tolerant persons, able to respect otherness and use their plurilingual repertoire.

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[1] The linguistic and educational integration of children and adolescents from migrant backgrounds CONCEPT PAPER PREPARED BY David Little 2010 Geneva

The competence approach developed in this project is based on the Dublin descriptors[2] and the Qualifications Framework of the European Higher Education Area[3]. A descriptor includes the following five components:

- Knowledge and understanding
- Applying knowledge and understanding
- Making judgements
- Communication
- Lifelong learning skills

The core element of the EQF is a set of eight reference levels describing what a learner knows, understands and is able to do. Teacher competence building framework is based on the philosophy of linguistic diversity in the society and plurilingualism for the individual and therefore, is composed of knowledge, skills, values, attitudes and assumptions.

"Competence" means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

"Knowledge" means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.

"Skills" means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

These are developed with view to particular assumptions, set of values and approaches which frame the basis for competence development.

The knowledge part of the competence is based on:

- In-depth understanding of plurilingualism by viewing it from different perspectives.
- EU documents on plurilingual and intercultural education (education for plurilingualism and education for plurilingual awareness.
- Cultural knowledge.
- Awareness in world-wide linguistic diversity and individual linguistic diversity.
- Awareness of the self and others.
- Awareness of languages of schooling and languages of existing minorities.
- Knowledge of the world context.

Within the scope of skills the following fall into the category:

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[2] Dublin Descriptors, (2005).

[3] European Commission. (2008). The European qualifications framework for lifelong learning (EQF). Luxembourg: Office for Official Publications of the European Communities
http://ecahe.eu/w/index.php/European_Qualifications_Framework

- Able to use plurilingual repertoire.
- Able and willing to expand plurilingual repertoire.
- Able to distinguish otherness.
- Able to understand and respect otherness.
- Able to communicate across cultures by using the acquired plurilingual repertoire.
- Able to build relationship and communicate free of prejudices.
- Able to reflect on plurilingual and intercultural factors in learning/teaching processes.
- Able to construct school/classroom plurilingual environment.
- Able to make learners aware of their language repertoire.
- Able to encourage learners' autonomy in intercultural interaction.
- Able to use pedagogical strategies and tools for plurilingual education.
- Able to plan lessons, manage lesson time and classroom, evaluate teaching and learning process.

Values, assumptions and approaches:

- Free of prejudices and stereotypes.
- Respect for otherness and others.
- Respect for the cultures embodied in languages and the cultural identities of others.
- General educational values, such as school ethics, democracy, human rights.
- Tolerance.

Plurilingualism develops throughout life: individuals may acquire new languages and lose old ones at different points in their lives for different purposes and need[4]. So do teacher plurilingual competences. Therefore, these competences should be constantly developed and renewed. Plurilingual education should be "based on the recognition that all languages and cultures present in the school have an active role to play in providing a quality education for all learners.[5]

The Project TC4PI aims at developing in-service and Pre-service teacher competences during the course of 8 modules, each of them allocated 2 face-to-face hours (alternatively online delivery) and 4 – individual work hours or individual assignment. The total amount of hours makes up to 48 academic hrs.

COMPETENCE BUILDING SCHEME

The following stages for the competence building are taken from Depperu:

- Exploring intercultural language teaching and learning
- Active construction
- Making connections
- Social interaction

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[4] From Linguistic Diversity to Plurilingual Education: *Guide for the Development of Language Education Policies in Europe* Executive Version (2007) Language Policy Division.

[5] The linguistic and educational integration of children and adolescents from migrant backgrounds CONCEPT PAPER PREPARED BY David Little, 2010, Geneva P. 8.

- Reflection
- Responsibility.

These stages are constructed in a way that highlights teachers' professional commitment through active construction, making connections, social interaction, reflection and responsibility to build their own professional advancement. Exploring intercultural language teaching and learning includes building awareness of the self and others and acquisition of cultural knowledge. The second stage (Active construction) involves communicating across cultures, sense making and perspective taking. Next stage (making connections and social interaction) means building relationship, whereas reflection (written or spoken) is one of the key activities in plurilingual competence building.

Education systems and teachers' responsibility in particular is to develop school children's ability to use different languages to a greater or lesser extent according to individuals and contexts and also make aware of the nature of this ability.

2.3. JOB SHADOWING AND VLE AS TRAINING TOOLS

By Laura Benito Villar, Margarita Gutiérrez Valdés, Javier Magdaleno Fuentetaja, Gloria Maté González, María Luisa Méndez Sanabria and María del Mar Sánchez Bayón

The underlying specific objective that started this European project was the necessity of filling the gap in training basis between initial or university education and professional development lifelong learning.

Two are the main target groups of this project: what we called pre-service or university students of education (future teachers, teachers-to-be) and in-service teachers, professional of education in several fields. Both target groups are essential parts in this project.
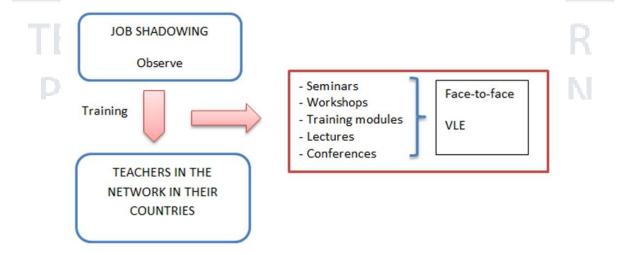

Fig. 1 Observation and training

Job shadowing or period of professional observation is one of the most common practices for new employees. Essentially, job-shadowing means spending some learning professional time observing an expert related to the work that the employee is expected to develop in the future. It also means observing the daily work routine from an expert.

Applied to the **field of education**, job shadowing means that one teacher is allowed to observe other teachers´ practices. Job shadowing provides the individual with a unique opportunity to find out how other teachers work. It develops a deeper knowledge and understanding of other education approaches, other methodologies, and other education environments. Differently from the business world, in education job shadowing takes place among equals, the observer and the observed belong to the same professional category or status.

Observation and self-reflection of the teaching practice among equals is a tool for self-reflection, for training, for evaluation, for research on plurilingual competences.

TC4PI job shadowing **objectives**:
- Reflect and learn from others
- Share experiences with colleagues from different countries
- Review and reflect on work through observation and guided discussion
- Participate in a wider community of teachers
- Study, from a comparative approach, teachers´ competences that enable decisions regarding quality in multicultural education
- Research on what plurilingual competences educators need in order to tackle plurilingual students in multicultural contexts

TC4PI job shadowing **features**:
- A **training tool** in this project and it is composed of several interrelated elements and aspects that make it unique and innovative.
- A **reflection tool** that leads to the self - training
- An **observation tool**
- A **dynamic process**, continuously revised, updated and adapted to the goals of the observation.
- A **protocol** that generated valuable materials for study.
- A common useful **range of tools** to help teachers in the development of strategies to improve the integration of students by taking advantage of their plurilingualism.
- A variety of **education contexts and realities** from the multicultural and multilingual perspective.
- A **three - year work plan**

The image below shows the complexity of intricate elements that implies the job shadowing structure designed and developed in this project

Fig. 2   Elements of TC4PI Job Shadowing

TC4PI Job shadowing is inserted in the three-year project's lifetime.

The structure is both fixed and flexible. From the very beginning, a calendar is set, target groups established and dates scheduled. However, the structure is dynamic because it allows movement of teachers, adaptation of observation goals and updating of protocol.

For pre-service teachers, job shadowing is planned to provide them with the opportunity to explore the approach to plurilingual education as well as specifics of a school.

Two teachers from each partner country (Spain, Lithuania, Czech Republic, Poland and Turkey) are involved in week-periods of observation. These periods take place at the same time project meetings do.

The Job shadowing concept and implementation during the project´s life consist on a complete meaningful structure: contents, elements, objectives, activities and products or materials created specifically for the observation.

To design a structure of job shadowing in a three year project of this kind some compulsory elements and decisions should be taken into account:

1. Choose the proper target groups or audience

2. Decide what to evaluate (indicators) and design the appropriate tools for evaluation:
   - Degree of satisfaction
   - Level of achievement of initial objectives
   - Guided observed discussion
   - Questionnaires
   - Toolkit
   - Portfolio

3. Design the activities:

Before the visit /job shadowing

   - Pre-job shadowing meeting

   - Participation in the VLE: Introduce themselves in the forum, share their expectations about the visit and contact their host teacher in the visit country

   - Prepare an activity to perform during the visit
   - Fill in their teacher profile

During the visit
The guest teacher is a visitor in the organization (school) and spends the shadowing period observing the day to day work of the host teacher and attending relevant meetings with the host, where appropriate. The host provides opportunities for debriefing to ensure both parties benefit from the shadowing period. During the observation period, host teacher and job shadower content of observation is expressed through dedicated periods for creation and performance of joint activities (following the toolkit), guided discussion and exchange of experiences.

During the observation period, visitor teachers (job shadowers) take these steps:

   – Fill in the **observation chart** (shown above)
   – **Implement the lesson** /activity prepared before the visit. Observe how students
     react, what implications or conclusions the visitor teacher reaches
   – Create a **joint activity** together with the host teacher
   – Perform, together host and visitor teacher, the joint activity in an assigned classroom
   – Participate in the guided discussion partners and teachers
   – Present their schools to the rest of their colleagues in a joint presentation meeting

After the visit
Once the visit is over, every partner country organizes a post job shadowing meeting with several purposes:
   – Disseminate the project
   – Make the education community aware of the outcomes
   – Have a training session
   – Integrate initial training (Universities) and in-service training
   – Reflection after job shadowing. Job Shadowers fill in their *reflection after job shadowing chart* and upload it to the VLE.

4. Design the Portfolio

The creation of a Portfolio within the project is full of meaning. It fulfills several objectives:

- Provide teachers with right tools for observing and registering their experiences
- Provide researchers with data
- Have the same tools for all the observation realities.

It contains:

- The Teacher profile chart
- A brief description of TC4PI Project
- A protocol for the visit
- An observation chart
- Toolkit. A template for visitor teachers and host teachers to make a joint activity (an activity planned and implemented together)
- A reflection after job shadowing chart

5. Design the Steps / phases in the job shadowing

Year 1   Observation and self – reflection

Both target groups (pre-service or future teachers and in-service teachers) reflect on their own teaching experiences in their own countries. The purpose of it is gaining a greater understanding of plurilingual education in their countries by learning about the context, methods and approaches and how the specific plurilingual and intercultural competences are put into practice.

Starting point for:

- Gathering data for research on multilingualism
- Having a field knowledge of the understanding of multilingualism in schools
- Having a perspective of one same idea across countries

Tools to be used:

- An initial questionnaire online is specifically created for that purpose
- VLE. The virtual space where the network of schools is hosted. A working and discussion space, for exchange of impressions and for interaction of teachers.
- All the tools described above where created and implemented

Years 2-3

During the second year and third year, job shadowing takes place in the different countries from the consortium with the purpose of enhancing teachers´ intercultural understanding and exchanging good practices. During these years only in-service teachers travel abroad. Pre-service or future teachers make their observation during their practicum at schools.

Detailed information about the countries where the job shadowing is performed can be seen in the chart above.

5. Design the working environment among the participants in the job shadowing:

- VLE or Virtual Learning Environment

The Virtual Learning Environment is a private online platform hosted by the coordinating institution which works as a means of communication among all the members taking part in the project: teachers, pre-service and partners. Any other education platform that allows teachers and coordinators to interact and share contents would achieve the same goals.

A VLE has these features:
1. It is distributed in different groups in order to adequate to all the different participants and creates a comfortable communication environment for teachers to share the experiences they have gone through in the different job shadowing events and project meetings. **TC4PI group:** meant for partners to communicate and share documents and ideas for the project. It includes working on documents for the project such as observation charts or reflections after job shadowing. **Network TC4PI** group: It is the VLE used for teachers, pre-service and teacher trainers to share experiences, methodologies and documents. **Network TC4PI EU group:** It is the VLE used for the NETWORK OF SCHOOLS TC4PI. The Network is one of the main strengths and objectives of this Comenius Project. It is a Network of schools of similar characteristics for the exchange of best practices between teachers and management.

   This network allows the analysis of the existing situation in schools, at the same time that promotes networking for communication and coordination .Besides, the network provides researches with data for analyses and teachers with an environment for self-reflection and self- learning. There were 257 participants involved in this VLE.

   − It is conceived as a means to give everybody the chance to express themselves and to break the distance from one country to the other through an online internet platform.
   − It is a safe environment as only the members of the project could access.

2.4. DESIGNING TRAINING MODULES

By Dr. Lora Tamošiūnienė, Dr.Jelena Suchanova and Dr.Vilhelmina Vaičiūniene.
Mykolas Romeris University Institute of Humanities, Lithuania

Training modules consist of General introduction and 8 training modules and a reference list. Training modules are drafted along the following teaching goals taken from D 2.1 of TC4PI project and EU document analysis:

- Opening learners to all form of otherness (school and identity/ class objectives stressing inclusion of otherness)
- Comparison of various cultures
- Learner autonomy in cross-disciplinary projects
- Making learner aware of their language repertoire and their value
- Reflection on language

- Raise awareness in linguistic knowledge versus language knowledge(acquired through one language and transferred to other)
- Interaction with people belonging to other social groups
- Communication skills free of prejudices and stereotypes

General introduction consists of a long and a short version. Both versions consist of 6 parts. WP 3.1 consists of a short version of General introduction. Long version is part of the final product. Short version is part of the WP3. General introduction short version part one introduces TC4PI project objectives as stated in the TC4PI project binder; part two introduces two short working definitions of plurilingualism; part three relates to understanding of plurilingualism in one language; part four overviews proposed modules; part five explains teacher competence content and competence building scheme; part six is a brief reference to pedagogical principles used in the competence building across the modules. (See appendix 3)

Each module is designed to cover 6 academic hours (ac. hrs)

Modes of presentation: 2 ac. hrs face-to-face teaching (alternatively online presentation)

4 ac. hrs individual assignment.

Module hours are counted towards 48 study hours that hrs of individual project may correspond roughly to 2 university course credits according to Tuning project proposals. 6 more hours in accord with the syllabus of university training may be added to individual work to count towards 2 credits.

Alternatively the course may be proposed as 1 credit worth course -27 hrs – in accord to Tuning project proposal. Face-to face hours, 16 in total, may be supplemented by 11 individual study, reading hours.

Module target groups: Pre-service and in service teachers.

Modules are designed to follow this line of competence building: a teaching objective is identified as part of research and reality (rationale and step 1 and step 2). Pre-service and in service participants` awareness of the key issue and understanding of the key concept is built.

Pre-service and in service participants share common observations, believes and practices. Pre-service and in service participants are trained to analyze and/or practice a teaching activity (a lesson plan) to start a skill or ability building of introducing the key concept or issue in their teaching context.

Pre-service and in service participants are asked to self-reflect on the competence building stages and identify their augmented competence.

Each module lists of teaching objectives and is constructed of:

 a rationale – teaching goal concept justification; and 4 activity steps:

1. Step one- presents the key concept of each module and activities for internalising the key concept of the module for the participants of the training (Pre-service and in service teachers); activities in this step elicit contextual understanding of the concept (focused on as the teaching goal of each module) from the participants of the training.

2. Step two –introduces activities to elicit the understanding of the key concept (focused on as the teaching goal of each module) as part of the school context from the participants.

3. Step three – introduces a sample lesson plan (alternatively introduces activities uploaded on the platform from Job Shadowing visits) to be associated with the practice of teaching in the participants contexts and focusing on the concept highlighted in the module.

Pre-service teachers are asked to present a critical analysis of the sample lesson plan for the association with the concept highlighted in the module.

Homework or individual tasks are given after step 3 to Pre-service and In-service participants.

4. Step four – creates space for participants` reflection of their competence building process in post activity reflection stage in each module in the following scheme:

Pre-activity situation	Situation in- activity	Post-activity reflection

Grey part in the table is allotted to the awareness and knowledge that is available before teaching in class (Table 1).

Greenish part is the part that is actually planned and happens in class; it relates to what teachers bring from "grey" area to "green" practice.

Orange area is the area which allows teachers to extend their knowledge towards understanding of pedagogical implications in dealing with social values, e.g. otherness in a language class; also what personal advances in awareness, skills, knowledge one registers.

Reflection can be built-in within face-to-face training hours or as an individual assignment

2.5. TRAINING PROCESS

By Maria Latka and Beata Honkisz. Regional In-Service Teacher Training Centre "WOM". Bielsko-Biala, Poland.

The training process in the Project is twofold:

1. Pre- during and post job shadowing in the form of workshops (workshop defined here as a series of structured activities).
2. The Project course with specially designed Training Modules.

The pre job shadowing training takes place before each job shadowing meeting and consists of the following stages:

1. Getting the job shadowers acquainted with the idea of plurilingualism as understood in the Project through a series of activities (FREPA, analysis of definitions/ reading resources, excerpts of European documents, etc.)
2. Getting the job shadowers acquainted with the job shadowing Protocol, the host schools and teachers and assigning them to/matching them with job shadowers
3. Designing a lesson plan for activities to perform during the job shadowing visit preparing an activity

During the job shadowing visit the training after each job shadowing consists of the following stages:

1. The presentation of the performed lesson by the host teachers and the job shadowers,
2. Commenting on the presented lessons along the lines of the accepted approach to plurilingualism in the Project,
3. Sharing experience concerning the conducted lessons.

Post job shadowing training consists of the following stages:

1. Sharing the job shadowing experience with other job shadowers, their school heads, and other teachers,
2. Presenting the worked-out and conducted lessons,
3. Sharing comments on the lessons in accordance with of the accepted approach to plurilingualism in the Project

The other form of training in the Project is the Project Course with specially designed Training Modules performed as the Pilot Course (four modules) and the Course itself (another four modules).

Depending on the respective partners, the first part of the designed training took place between November 2014 and January 2015, the second part January 2015 and April 2015. Modes of presentation were adjusted to the available situation of the target group. The two parts of training for each module comprise estimated 2 ac. hrs of face-to-face teaching (alternatively could be online presentation) and 4 ac. hrs individual or group assignment. Though training contents are designed to be carried out face-to-face, however, elements of training can be carried out as individual teaching practice for pre-service and in-service teachers or projects for in-service or pre-service teachers.

The training process in total covers contact hours with pre-service and in- service teachers and individual work while teaching, in the case of in-service teachers, and study of sample materials and lesson plans, in the case of pre-service teachers.

The training should be conducted in accordance with the local situation and curricula at primary/secondary schools, teacher training centres (embracing teaching situation for in-service teachers) and universities (pre-service teachers), so there is a possibility to vary tasks and their order of following in the modules. The modules, however, are designed according to the logical scheme of raising awareness of the topic issues in each model and as such it is advisable to follow it:

1. The status of understanding of the issue in theoretical literature;
2. The relevance of the topic issue in the target group`s context;
3. Review and discussion of practical classroom activity;
4. Trying out a modified activity with the proposed teaching goal in a class at school(in-service activity) or reviewing sample lesson plans (pre-service activity);
5. Reflection and resolutions for the further teaching follow and conclude each module.

The process is designed along 8 Modules, which are the manifestations of 8 teaching goals:

Module 1. Opening learners to all form of otherness.

Module 2. Comparison of various cultures.

Module 3. Learner autonomy in cross-disciplinary projects.

Module 4. Making learner aware of their language repertoire and their value.

Module 5. Reflection on language.

Module 6. Raise awareness in linguistic knowledge versus language knowledge.

Module 7. Interaction with people belonging to other social groups.

Module 8. Communication skills free of prejudices and stereotypes.

The training process follows the structure of the modules:

1) Rationale.

2) Objectives.

3) Procedure – Steps (3 – 5)

4) Reading resources.

Rationale and Objectives provide the justification of the module content and its teaching goals. The Procedure comprises 3 – 5 steps consisting of various teaching activities with the aim of carrying out the stated objectives. The teaching activities of each module are the activities uploaded on the TC4PI platform as well as new activities designed and used by the partners; the course participants try them out in class. The activities included in the modules are exemplar activities, nevertheless during the training the participants are asked to design their own activities, gather them and link to each module as a resource bank. VLE resource data is used for training modules as well.

Each activity consists of the following contents:

Awareness	Knowledge	Communi-cating across cultures	Sense making	Perspective taking	Relationship building	Assuming social responsibility
Pre-activity status identification-(of learners and of teachers) Post-activity status identification (of learners and of teachers)	Pre-activity status identification-, (of learners and of teachers) Post-activity status identification (of learners and of teachers)	Steps, exercises, tasks, assignments to stimulate types of activities: Translation; explaining; mediating; etc.			Social outcome of the activity/project: Team dynamics , leadership issues	Evaluation of the importance, interest, predictability or unpredictability of the outcome of the activity or project
Reflection stage: held as discussion, or recorded for further reference. It is recommended to keep a reflection diary throughout all nine topic based activities.						

For description of the activities the following scheme is proposed. The scheme is completed by training participants

Table 1 recommended to be filled out by each participant when introducing an individual activity

Table 2 to be completed for each module by the project partner

Teaching goal: No(s). and title(s) of module(s) …………………………………..

Partner Institution

……………………………………………………………………………………

TARGET GROUP (pre-service PS/in service IS)	DATE OF THE TRAINING ACTIVITY	TYPE OF ACTIVITIES (CLASS ACTIVITIES AND INDIVIDUAL TASKS) Face to face: Seminar/ workshop VLE based activities	LIST OF PARTICIPANTS	SIGNATURES of participants *Attached document if needed.

The two target audiences: pre-service and in-service teachers were exposed either to the same or different trainers - project partner representatives.

For pre-service teacher training trainers in Lithuania Mykolas Romeris University; Czech UJEP University; Spain Valladolid University – partner groups appoint within each university project participant to carry out module pilot training with the target groups.

For in-service teacher training partners in Valladolid, Spain: Bielsko-Biala, Poland; Istanbul, Turkey - partner groups appoint within each training centre a project participant to carry out module pilot training with the target groups.

On the other hand during Job shadowing events all teachers and students were affected as they had well planned lessons (joint activities) including all objectives of the project. The main purpose of the job shadowing was to promote collaboration among teachers, dialogue and reflection.

As during modules trainings the teachers experienced different techniques, methods and activities and decided to implement them in their classes. TC4PI trainings shaped their teaching way again. They discussed about stereotypes and also prejudices while developing communication skills meanwhile revised their knowledge about CLIL and CEF-R and became much more talented in planning their lessons giving more importance to cross disciplinary. They believe cross-disciplinary collaboration and planning is the best way to enrich the students' experiences, learning level and engaging other subjects with core competences. The teachers decide which curricular topic aligns closest to their theme and develop their lesson plans by connecting with other teachers. Now they are sure deep learning engages the students and themselves by the help of cross-disciplinary lesson plans. The power of the modules made the teachers felt more self-confident, skillful and tolerant. Moreover they are better at classroom management besides communication/ interaction with their students.

2.6. EVALUATION OF TRAINING

Dr. Natalia Orlova, and Dr. Jana Pavlíková, Faculty of Education at the Jan Evangelista Purkyně University in Ústí nad Labem, Czech Republic.

Since one of the project's aims was to work out a training program for pre- and in-service teachers, it was necessary to determine whether the training modules designed for such a program were effective and fully achieved the objectives set up by the training program. The process of evaluation included the following steps:

- · Identifying the evaluation purpose

- · Designing the evaluation tool

- · Collecting and organizing the data

- · Analyses and interpretation

The core of any program is comprised of a particular content spread over a particular period of time. In order to define if the training program met the needs of the participants, i.e. pre-

and in-service teachers, it was necessary to find out if the training materials and techniques were appropriate for the participants and whether the program developed teachers' competences for further plurilingual integration. For this purpose, out of a variety of different research methods and strategies a questionnaire, as the most common form of program evaluation, has been selected.

Altogether, two questionnaires were used for program evaluation. One questionnaire served for the purpose of *formative* assessment. It was designed to gather evidence about the strength or weakness of the program in the middle of the training program, after the first four modules, as well as to find out whether any further improvement is necessary concerning either the content or the methodological approach and the style of tasks.

The second questionnaire, aimed at learning participants' feedback on the course in general and practical application of the course output in further teaching, served the purpose of *summative* assessment.

DESIGNING THE EVALUATION TOOL

The first questionnaire (see Supplement 1) was comprised of eight questions, out of which five presented rating scales items, one was in the format of multiple choice and two belonged to open-ended questions. The choice of close-ended questions was determined by the amount of participants involved in training in all partners' countries (one hundred in all) and the necessity for quantitative statistical analyses of the data.

Thus, respondents were asked to choose the most appropriate answer to reflect their opinion of the

- *content* of the training program

  o *1. How do you rate the contents of the training sessions?*

  o *2.* Do you think *training module contents contribute to the understanding of plurilingualism in a school context?*

- program *organization*

  o *3. How do you rate the organization of the training sessions?*

- *materials* used for the training program

  o *4. How do you rate the materials used in the training sessions?*

- further teaching

  o *5. Do you find the activities presented in the module applicable to your teaching context?*

The range of answers for the questions was marked from 1 to 10 (1 = poor, 10 = excellent) for questions one through four. Question six was expressed in the form of a statement: *Training module contents contribute to the understanding of plurilingualism in a school context,* it invited participants either to agree or strongly disagree with the statement (1 = strongly agree, 10 = strongly disagree)

The reversed order of evaluation in this scale (as opposed to the previous one) was used in accordance with common testing standards to prevent automatic ticking of high values on the right side of the scale, even at the price of several respondents not realizing the change and thus giving incoherent feedback.

In order to learn if participants find the training useful for their professional development, a straightforward True/False choice item was used. Therefore statement *7. I would like to continue with the training module* for the purpose of participants' convenience had just two options *Yes* or *No.* Still, it was further followed by an open-ended question of the "Please specify" type.

The open-ended questions included in the questionnaire for formative assessment were aimed at learning whether participants find the content of learning applicable to their teaching (*5. Which of the activities presented in the module would you implement right away in your classes?*) as well as what aspects of the training program need improvement (*8. What are your recommendations for improvement of the training?*).

The second questionnaire was designed to learn teachers' feedback on the training program in general and to get their opinion on the overall usefulness of the training materials for their professional development in terms of plurilingual competence. The questionnaire was administered upon the completion participants of all eight training modules by the participants. It included 10 items (see Supplement 2), out of which five were in the rating scales format, one item was multiple choice and two were open-ended items.

The questions Do *you believe that the training contributed to your understanding of plurilingualism? Is the content of the training useful to your teaching purposes? Do you feel better prepared to deal with issues linked to plurilingual situations and interactions in your classes?* were followed by a 10 score scale where 1 stood for *weakly* and 10 for *highly*

The question *What did you expect from this training module?* allowed the respondents to select all response options applicable to them from the following suggestions:

- to get ideas for my teaching
- to develop professionally
- to learn from colleagues
- to share my experiences with others
- to get solutions for the specific problems I face in my teaching

At the same time the option *other* enabled the participants to express an opinion that was not incorporated in the suggested options.

In order to get a more comprehensive picture of participants' attitudes, aspirations and values concerning plurilingual education, the questionnaire invited them to finish the following statements:

During this training, I liked best…

During this training, I experienced…

During this training, I realized …

All participants were asked to fill the respective questionnaires immediately after finishing the first or second part of the training, i.e. after the fourth and eighth modules. The partners who organized the training were responsible for collecting this feedback material in hard copies or electronically. Then, the questionnaires were scanned and sent to the partner in charge of evaluation tasks within the project, i.e., University of J. E Purkyne (the Czech Republic).

Altogether, 54 interim and 46 final questionnaires were gathered, all of them anonymous, which disabled their mutual correlation but improved the reliability of the results and supported the participants' trust towards the team. The numbers of completed questionnaires per country is summarized in the following table:

Partner	Interim Questionnaire	Final Questionnaire
CZ	21	17
LT	9	3
PL	4	3
SP	4	5
TR	16	18
SUM	**54**	**46**

Table 1. Numbers of participants per country.

ANALYSES AND INTERPRETATION OF DATA: QUESTIONNAIRE 1

 The teacher training program consisted of 8 modules, it was piloted in all partner countries and assessed with the help of two different questionnaires for the participants, as described above: Interim (after module 4, used for formative evaluation) and Final (at the end of the training, used for summative evaluation) . (See appendix 1)

The interim questionnaire focused on the overall evaluation of the content and organization, and – in the case of in-service teachers – on the possibility of practical use in class of the presented facts and activities. Most respondents expressed a high level of satisfaction with the content (See Fig. 2), which is a sign of the careful choice of sub-topics made by the authoring team.

The question asking for reasons to continue with the other 4 modules of the course brought up a highly positive response from the teachers and student teachers in all participating countries: most common answers featured the need for professional development and a strong awareness of the changes in society, which evoke a need for changes in the goals and processes of education.

Thus the results have supported the basic idea of the project: educating teachers in plurilingualism **before** they have to face critical situations should help prevent misunderstandings and real crises in classes.

This idea was expressed almost unanimously by participants from various countries, both in-service and pre-service teachers (the language of the original is preserved):

- *There are good ideas how to build respect to other cultures, how to learn pupils to accept otherness, how to deal with it.*

- *I would like to be better prepared for encountering plurilingualism in my classroom.*

- *It is very important for the teachers to be aware of plurilingualism in classrooms and it certainly helps them to learn how to deal with students from different parts of the world.*

- T*he number of students coming from different countries increases; we have to know how to work with such classes*

- I*t helps a teacher to broaden her/his horizon to create new teaching methods and try to teach the students to appreciate otherness, other culture.*

The analyses of the responses to the questions concerning the content, organization and usefulness of the materials of the training program gave evidence of participants' satisfaction with the training modules. The graph that follows summarizes average results of the questions dealing with the training sessions' content, organization, and usefulness.

(1 = poor, 10 = excellent)

1. *How do you rate the contents of the training sessions? (Median 9,0)*

2. *How do you rate the organization of the training sessions? (Median 9,5)*

3. *How do you rate the materials used in the training sessions? (Median 9,0)*

4. *Do you find the activities presented in the module applicable to your teaching context? (Median 9,0)*
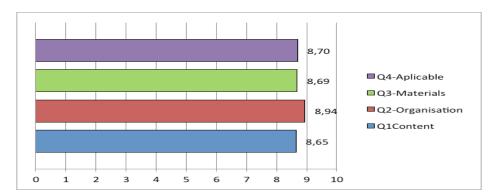

Fig. 2. Overall ratings of the training sessions

In reaction to question 8, *What are your recommendations for the improvement of the training?* One-third of respondents stated they have no recommendations or suggestions for changes, as confessions '*I haven't got any, I was really satisfied*' were found in 32 questionnaires.

At the same time, participants' feedback on possible improvement in the training program often featured requests for a higher number of practical activities which could be used in class:

- *Use more here and now and encourage students to make practical activities – ex: that guessing with gestures was awesome.*
- *Discussing more kinds of activities can be useful.*
- *Be introduced to the possible implementation into praxis sooner.*
- *More practical training, less theory = more specific activities that would show us a different way of teaching.*
- *More activities showing diversities and more challenging stuff for self-education*
- *We can develop more sessions and share new ideas.*
- M*ore practical activities*

This request should be respected and taken into consideration, though overreaction to it may be destructive and not in tune with the final purpose of the training program. Project partners believe that teachers should be primarily educated in designing and creating their own individualized materials, suitable for the specific target group. Avoiding the background theory of plurilingualism could seriously disable the process of each teacher's individual reflection and development. In other words, it is more important to expose the participants of the training to the plurilingual principles and approaches than to show them a limited number of instant solutions, which may not be suitable to their teaching situation and context. After recognizing the basic ideas, the participants benefit most from the brainstorming and discussions, which open more gates to the unknown; the same idea is supported by the evaluation results, as the process of sharing ideas was also mentioned by the respondents among the most valued features of the training as a whole.

ANALYSES AND INTERPRETATION OF DATA: QUESTIONNAIRE 2.

The final questionnaire (See appendix 2) focused on participants' expectations (fulfilled or not) and the practical application of the findings; the respondents were also given a chance to comment on the training more freely (*I liked best…; I experienced…; I realized*…).

In response to the question *What did you expect from this training module?* **T**he prevailing expectations belong under the heading "getting new ideas" – this choice represents a very wide concept, reflecting the need for constant variability in the class. Furthermore, a strong tendency to learn from others and the need to share one's own experience and problems is also visible – see Fig. 3.

(The participants could choose an unlimited number of options; therefore the amount of answers is higher than the number of respondents.)
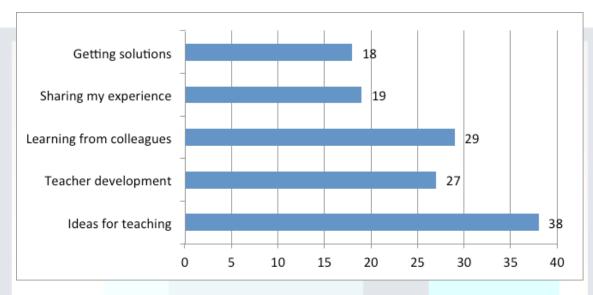
Fig. 3 – Expectations (Question 2)

Question 2 asked the respondents to evaluate the extent to which their expectations were met, using the scale 1-10 (max. satisfaction); the final average score of these data is 8,74, with the median at 9. Therefore, it is possible to suppose that the participants' expectations were met satisfactorily in the specified areas of interest.

Moreover, 100% of the respondents considered the training program useful (Question 3), and 95% (44 out of 46) would recommend it to their colleagues (Question 4), considering it "*inspiring*", or "*useful and eye-opening*", bringing "*deeper insight*" or, more pragmatically, stating that "*it is useful to know how to deal with a student from a different country*". The longest comment to Q4 should be quoted here, as it sums up all mentioned arguments and therefore perfectly represents the opinions of the participating teachers:

„*I strongly recommend those training sessions to my colleagues because it helps me to widen my perspective on being aware of cultural variety and how to use that in class activities. In addition to this, I had a chance to share ideas with colleagues, who are teaching to different age groups, about developing a lesson plan in a pluralinguistic context.*"

Introducing plurilingual approaches considerably broadens the pool of activities the teachers can apply in language lessons as it brings a wider scope of education to the class. The analyses of the comments *I liked best…* suggests that the participants are practice-oriented as comments like warm-*ups to be used in class; the examples of the situations; sharing activities* cropped up in many questionnaires.

It is important to note that some participants found mostly valuable the change in their teaching identity *'observing the shifts in my own way of thinking; understanding an idea about plurilingualism'* and even stated '*the feeling of teaching free.'*

The analyses of the statements *I experienced…* fully supported the shift in the teaching identity as participants admitted that '*under the layer of my prejudices is hidden the real personality of a person,'* the need *'to be well trained in approaches to ELT,'* they also confessed that they have improved their own understanding of '*different types of people, races, languages.'*

A substantial amount of statements *I experienced…*stated the benefit of *'facing challenging situations and their further discussion; exchange of ideas with other participants; sharing opinions, learning new things from the others.'*

The analyses of the statements *I realized…* also demonstrated some change in the participants' thinking as seen in confessions like '*we all have prejudices; the world is becoming more and more diverse; there are many different ways of teaching languages; how important plurilingualism and tolerance are; how interesting and important languages are.*

One participant confessed that she realized that *being global means being aware of other cultures and respect those cultures.* This approach will certainly make lessons *more powerful and lead to learners' autonomy.*

At the same time, participants admitted the necessity to learn more about the concept of plurilingualism "*I need to learn a lot more about this topic*" as this is an important current topic.

As for the issue of immediate practical application in class, the knowledge gained in the training program is slightly more complex for analyses and further consideration, as approximately half of the respondents were student teachers. Nevertheless, some of them combine present day studies with some classes of EFL (up to a half of a regular teaching load) at schools, so they have a chance to incorporate the plurilingual ideas into their lessons. Therefore, the final overall average of points in the questions *Do you believe that the training contributed to your understanding of plurilingualism? Is the content of the training useful to your teaching purposes? Do you feel better prepared to deal with issues linked to plurilingual situations and interactions in your classes? Do you plan to integrate some plurilingual activities in your teaching?)* remains quite high (see Figure 4).

Fig. 4 Ratings of beliefs and intentions concerning plurilingual issues

Within the project we have no reliable tool for measuring the extent to which the good intentions of including plurilingual principles into teaching will be fulfilled. However, it seems that the training program within which the participants were exposed to a new view of the language reality has been able to develop and enrich the participants' teaching style and that it will definitely influence the teachers' further interaction in class. This is especially true for teachers from the countries in which school and class profiles still remain not so obviously linguistically and culturally diversified.

Another common feature which was traced in all partner countries' questionnaire results (both pre-service and in-service) can be categorized under the heading „direct communication". Obviously the focus of the training program, i.e., plurilingualism and understanding multiculturalism, opened up a long-feared and avoided discussion; the participants highly appreciated the possibility of sharing their real teaching situations and challenges they face with other teachers, they discussed possible actions and solutions, and enjoyed both the friendly atmosphere of the training sessions and the opportunity to consult their teaching issues with an expert from outside.

Examples of comments supporting this claim are as follows:

- *I liked the ending sessions in which we came together with colleagues and try to create a lesson plan or revise the lesson plans.*

- *I liked the atmosphere, discussion.*

- *I experienced sharing opinions.*

- *I experienced many interesting discussions.*

- *I experienced new things from the others.*

- *I experienced a lot and learned from my colleagues.*

- *I realized sharing is the best way to improve.*

CONCLUSION

To sum up, the training followed two complex aims: first, to deepen teachers' understanding of the concept of plurilingualism and its current position within European society, and second, to develop their competence for further integration of plurilingual principles into school through foreign language teaching. The collected and analyzed data shows that the objectives were successfully met.

The data analyses also proved that, notwithstanding the importance of individual studies of theoretical documents (an important constituent of the program), personal interaction and exchange of opinions among training program participants and between teachers and experts were considered mostly valuable by participants for the development of their own plurilingual competence. With this in view, it is possible to suggest that further training programs would be organized in small groups of 6-8 participants who study materials for reading before each module session. While the focus of each session should be brainstorming, discussion, and solving of the problems relevant for everyday teaching in a particular country and setting.

Based on the results gained from the respondents we can claim that the objectives of the developed training program and its practical realization were fulfilled.

3. IMPACT OF THE PROJECT

By Zuhal Yilmaz Dogan, Banu Yurtseven and Sedef Altas. Asist Öğretim Kurumlari A.Ş. Istanbul.Turkey.

Dissemination and exploitation are closely related, yet they imply the implementation of distinct activities. Dissemination is related to making the results of a project visible to others, especially the end-users, the target groups and the key-actors that can implement its use. Exploitation is about deriving benefit from project results. Exploitation is closely associated with the sustainability of the project after its conclusion, since exploitation activities should ensure that the results of the project are used by its target groups and possibly are transferred to other contexts (e.g. other countries and sectors).

The training activities included in this project were aimed to promote the acquisition of key competences for teachers, specifically multicultural competences. Through the existing training systems in the partners' countries, teachers (primary and secondary education, pre-service and in-service) were trained on key competences to develop their teaching practice. Specific Objectives of the Actions was to develop knowledge and understanding among young people and educational staff of the diversity of European cultures and languages and its value. Through networking and job shadowing, this project intended to promote collaboration and exchanges among teachers. The presence of teachers from other countries in the school community enhanced attitudes of curiosity as well as a deeper understanding of linguistic and cultural diversity.

3.1 DISSEMINATION STRATEGY

TC4PI dissemination activities ensured to achieve Project priorities such as:
- To develop strategies for lifelong learning and mobility: Trainings in this project was aimed to fill in the gap existing between pre-service or initial formation and in-service or lifelong learning.
- To support initial and continuous training of teachers, trainers and education and training institutions' managers: Job shadowing programme introduced in this project achieved this priority.
- To promote language learning and linguistic diversity: EU language policies pay great attention to multilingualism and its contribution to improve quality of education across borders. TC4PI aimed to promote language learning and linguistic diversity not only among the partner countries but also giving the resulting products a European dimension through dissemination. It promoted language learning and linguistic diversity as the two starting points are multicultural competences and plurilingual integration.
- To contribute to the development of quality lifelong learning and to promote high performance, innovation and a European dimension in systems and practices in the field: This project was oriented to work together and among different teacher training institutions in Europe and to provide students with conceptual and practical tools to become lifelong learners in a global society. The project focused the lack of multicultural competences in teachers.
- To develop knowledge and understanding among young people and educational staff of the diversity of European cultures and languages and its value: Through the schools programme designed by this project, it was intended to make educational staff aware of the importance of considering Europe as a great mosaic of diverse cultures and languages, and schools as a minor scale of this mosaic.

- To enhance the quality and European dimension of teacher training: **T**eacher training was at the core of this project with the intention of enhancing quality by identifying and developing teachers´ competences for integrating plurilingual and intercultural competences in schools. The European dimension is fostered by collaboration between partners from different EU countries, sharing the main concern of contributing to an educative approach that tries to ensure individuals´ participation in society as intercultural citizens.
- To encourage the learning of modern foreign languages: The project enhances the language competences of teachers by fostering exchanges and communication among language teachers from different social and cultural backgrounds.

Target Groups were staff and pupils in schools, network of schools, teacher training institutions. To ensure a broad impact on all target groups, dissemination of the project results was organized through a layered approach: First, we involved the partner institutions. Then we worked via direct links to both HE Institutions and schools, and national governments. Many partners had good links to Ministries through their involvement in national projects.

Policy advice had three versions for EU consumption:
- advice for those overseeing networks of schools,
- advice for those overseeing networks of universities,
- advice for those overseeing networks of colleges.

Then we involved the institutions and organizations which the partners have direct links, also the networks interested on TC4PI and those that target policy makers and researchers or students. Finally - through publications, presentations, participation to EC-initiated activities, etc - the broader university, school and educational world inside and outside Europe. Through the organization of the stakeholder workshops defined in WP 6 Exploitation, TC4PI seeks to address local, regional, national and European decision makers.

3.2 STRATEGY OF EXPLOITATION PLAN

The Exploitation Plan is the tool that can guide the partners in order to exploit and sustain the TC4PI project's objectives and activities, ensure visibility on a wide scale and promote the exploitation of the project's results. The results generated, the lessons learned and the experience gained by each project team should be made available to the widest possible audience. The key objective is to maximize the impact of project results by optimizing their value, strengthening their impact, transferring them to different contexts, integrating them in a sustainable way and using them actively in systems and practices at local, regional, national and European levels. "Well-planned and well executed dissemination and exploitation ensure that project results have a reach beyond those directly involved in the consortium and an impact that is sustained beyond the project's lifetime"[1].

The project outcomes that has been exploited;
- The Project website,
- Virtual Learning Environment (VLE) as the teaching space,
- The project events (local trainings and job shadowing events),
- The Reference Framework TC4PI document,
- The Network of Schools,
- International Teacher Training Course (ITTC).

The aim of exploitation events;
- Sustainability of actions during TC4PI funded lifetime
- Sustainability of actions beyond TC4PI lifetime
- Promotion and growth of the network.
- Summarizing the activities carried out, the target groups reached in terms of numbers, the type of target groups, educational settings.
- Integrating the project results into project partners' routine activities through introducing the implementations to different teachers or disseminating in seminars.
- Exploiting the teaching space in their own institution, within teaching programs, workshops, and educational events with wide networks of partners' potential users.
  - Encouraging educational institutions to apply the good practices and using the Virtual Learning Environment (VLE) in different educational settings.
  [1] http://eacea.ec.europa.eu/llp/beneficiaries/2011/documents/llp_handbook_2011_v1_en.pdf

Exploitation maximizes the impact of undertaken actions comprising benefits such as improving the sustainability, capitalizing on investments and transferring results to impact on systems and practices.

SPECIFIC OBJECTIVES FOR EACH TARGET GROUP

Within the partnership; target groups were teachers, trainers, and project managers of EU LLL projects in the education field, researchers, experts, management and administrative staff. To inform them on progress and results; virtual and in-presence- informal and formal meetings have been organized. Also website, e-newsletter dissemination materials, local and international seminars have been used.

Second target group were groups outside partnership were job shadowers (primary and secondary schools teachers) and their students, university students at teaching department. Activities such as local workshops, school visits and observations, local and international seminars, website, e-newsletter, news service, brochures have been used to inform them on project activities and involve them in experimentation. Other stakeholders and decision makers in the field of the project as the third target group were local authorities, LLL professionals (adult educators and trainers), DS experts, EGC experts, NGOs representatives, schools managers, partners' networks, national agencies, local media. To inform third target group on project results and impact on education issues we invited them to local and international seminars and presented website and delivered e-newsletter, news service, brochures. Final target group was general public including young people, university students and parents. To inform on project activities and results final target group project website, brochure and social networks have been used.

The whole dissemination & exploitation strategy have been split in three different but intertwined processes:

I. Paper strategy

II. Multimedia strategy

III. Events strategy

Results of Actions Taken:

The general methodological approach adopted in TC4PI project for developing teachers' plurilingual competence was based on three guiding principles: reflection, dialogue and

collaboration. According our dissemination and exploitation strategies results are acquired in three subject: paper, multimedia and events.

I. Paper Strategy:

I.1. Exploitation of the Reference Framework TC4PI:

This project count on experts in the field of language education and teacher education to analyze the best practices in plurilingual education from an intercultural perspective in the countries involved. These analyses provide this conceptual and practical framework (guide) for the development of teachers´ competences in teacher. This framework is a teacher education framework for developing teachers´ competences in order to fulfil the requirements for integrating plurilingual and intercultural competence in education.

I.2. Call for Consortium

Call for new consortium covered the project process and outputs to exploit beyond the project consortium through sending to the address from the LLP compendium list. The template to invite the projects were prepared by DOGA and spread this invitation for the collaboration for the new project. The template delivered to the teachers of primary and secondary schools by the project partners to engage them to the project and sustain their collaboration during and beyond the project.

I.3. Printed Materials;

· Leaflets (500 pieces), flyers (500 pieces) and roll ups were designed and printed to reach the target groups. Promotional materials were delivered to have better impact on target groups.

· 9 Articles in journals as 1 local, regional print media & digital media were released on the 21st November 2012 in Spain.

II. Multimedia Strategy:

II.1. Project Website and Social Media Accounts

CFPI (P1) hosted project´s website creating a microsite. TC4PI website provided teachers an open resources and outputs of the project. The dissemination process and the exploitation of results were also be kept. Apart from this, each project partner disseminated the project web site through linking their web site with the TC4PI web page or inserting the TC4PI banner in their institutions' web site. (http://www.tc4pi.eu/web/index.php/en/)

Furthermore; social media tools were used effectively during the Project. Project events and results were shared regularly via Project web site and social media accounts. The social media had a great impact in the dissemination of TC4PI project and exploitation of results and products. Not only web page but also Twitter, Facebook accounts, YouTube Channel , Blogs was created. From November 2012 TC4PI project, its process, dissemination events has been released in the Social Media Interface (Facebook, Twitter and YouTube channel) to the entire consortium, all the institutions involved, everybody interested in the subject . User terms in numbers are; facebook page like numbers 82, twitter account 142 followers, youtube channel 1006 visitors.

II.2. Virtual Learning Environment (VLE) as the teaching space:

Partners, with wide networks of potential users, exploited the teaching space in their own institution, within teaching programs, workshops, and educational events. Partners encouraged educational institutions to apply the good practices and using the Virtual Learning Environment (VLE) in different educational settings. There were online facilities for the collection of feedback which were monitored by the partners and analysed by the Quality assurance team. The project platform and Virtual Learning Area will be maintained by P1 after the end of the project.

All the partners took the role to disseminate the results of the good practices and courses and informing the teachers about the VLE through making accessible to all the users. The project platform and database used not only for publishing materials and sharing the trainees experiences related to the uploaded good practices but also discussion and qualification platform for the international class implementations through video conferences to create the collaborative culture and the collegiality among teachers. For the sake of wider use of the VLE on 14th January 2014 use of the VLE in a pre-service teacher training context was introduced interactively to the 70 prospective teachers in Spain.   VLE has been introduced approximately 400 people on related national and international organisations as trainings, seminars and conferences in Turkey.

II.3. Network of schools:

The project created a network of schools of similar characteristics for the exchange of best practices between teachers and management/leadership. This network allowed the analysis of the existing situation in schools, at the same time that promotes networking for communication and coordination. Besides, the network provided researches with data for analyses and teachers with an environment for self- reflection and self- learning. The structures created within the project, both among training provider institutions and schools will be permanent. The network of schools is born in the project as a lifelong net of collaboration and a discussion and learning – teaching forum.

II.4. Project E-Newsletters

An online newsletter is an effective way to keep interested parties informed about the project's progress, achieved results and relevent events at local and international level.

2 issues newsletters were available on the TC4PI website and sent out through the website (to people that subscribe to the newsletter) and via e-mail to the partners' mailing list.

III. Events Strategy:

III.1. Organization of Seminar Job Shadowing & Final Conference:

A Final Conference of TC4PI Project will be the dissemination and exploitation tool of the project. It will take place at the end of the project and will be hosted by the coordinating institution (P1). The overall goal of the Final Conference is to facilitate discussion, to deepen on the issues addressed by the team partners of the project and to promote the sharing of good practice and transnational cooperation in the field of the application of Plurilingual and Intercultural Education learning and training. It will provide an opportunity to present the Framework document, the presentation of previous and current language projects funded by the European Commission and by other sources. TC4PI Conference also would like to bring together the policy makers (Board of Education of MoNE, Higher Education Board),

educational linguists, administers, councilors, education experts, teachers, graduate students, university students and civil society organization and representatives to share and to discuss theoretical and practical knowledge in the plurilingual and intercultural teaching & learning. The Seminar programme will be part of Final Conference focusing on professional development of teachers, and the development of teachers´ competences in pre-service and in-service teacher education.

III.2. Teacher Training Course for Comenius Course Catalogue

The most effective way for exploitation of the results would be placement of blended (online and face to face) teacher training courses to share the results of the good practices and integration into school implementation with the plurilingual and multicultural competence. Through this step, the results of the TC4PI project would be further explored and cascaded among more target users all over Europe. At least 2 dates for such courses would be proposed through the Catalogue in the year that will follow the finalization of the project. Each course will target at least 25 participants. All the partners will take the role to disseminate the results of the good practices and courses and informing the teachers about the VLE through making accessible to all the users.

Before disseminating the International TC4PI Teacher Training Course (ITTC), the approbation session will be arranged with the participation of teachers, head teachers and administrators during Final Conference of TC4PI Project in Spain. The aim of this seminar is to get the recommendations of the participants to make necessary changes and adaptations on existing good practices to correspond the needs of the primary and secondary school teachers as well as to train them in the methodology and teaching resources' achieved before disseminating the ITTC under Erasmus Plus KA1 Programme. During the seminar the teacher training modules, training materials, lesson plans from partner countries in the VLE and database will be presented to make necessary changes as required.

III.3. Dissemination and Exploitation Events

On 17th May 2013, International Conference LINQ 2013 Learning Innovations and Quality: 'The Future of Digital Resources' took place in FAO Headquarters, Rome, Italy and TC4PI project was disseminated by P1 and P2. Also TC4PI project presented to pre-service teachers on 22th May 2013, Conference at Faculty of Education, University of Valladolid. Also; TC4PI Project was presented at 'Joy of Sharing International Project and Good Practices Summit' in Istanbul on 8 June 2013 to 150 people. On 24th November, 2014 another dissemination activity took place at the Faculty of Education, University of Valladolid. The activity consisted on presentation of project and results to approx.. 50 participants as students and teachers.

Challenges IV - International Conference (25- 26 October 2012), Challenges V - International Conference(13 November 2013) and International Conference Challenges V: Harmony and Diversity (13 – 14 November 2014) held by Department of English, PF UJEP in Ústí nad Labem, TC4PI Project disseminated during the conferences at international level. 28-30 November 2014 in İstanbul Avcılar Doğa Campus , Turkey TC4PI project and its outcomes were introduced to 25 teachers from Doga Schools and 4 teachers from MoNE at the Teacher Training related to EU Funded Projects Preparation and Management. 20th December 2014 post job shadowing event was organized at Atasehir Doga Campus. TC4PI Project was introduced and definition of plurilingualism and inter-cultural competences was discussed. 26-28 December 2014 in Istanbul Ataşehir Doga Campus Turkey TC4PI project and its outcomes were introduced to 24 teachers from Doga Schools and 5 teachers from

MoNE at the Teacher Training related to EU Funded Projects Preparation and Management. Partners from P2 Valladolid University participated to the International Cultnet Conference, at Durham University (UK) on 17-19 April 2015 and presented TC4PI project and its results.

III.4. Job Shadowing Events

4 job shadowing week were held in 5 partner countries for sharing experiences and teaching via cross-disciplinary and mobility. JS teachers shared their experiences and cultures, raised their awareness about other countries' teaching systems and students' behaviours. They made observations about different language teaching systems and methods and improve their competences. JS teachers and host teachers prepared joint lesson plans during the JS week according to their target student groups. They prepared presentations for the final day of the JS week. On final day 'joint activity' session were organized and teachers made their presentations and shared their amazing experiences with other job shadowers and host teachers.

In the framework of the project, job shadowing was used and understood as a contextual training tool. Two teachers from each partner country spent one week in one/two schools from the network while the project meeting took place. The purpose was to enhance teachers´ intercultural understanding and exchanging good practices on plurilingualism. During the job shadowing experience, teachers designed and implemented a joint activity. The purpose was to promote collaboration among teachers, dialogue and reflection. At the end of the job shadowing visit, host and guest teachers shared their reflections on the experience with team members. Job shadowing was developed following the structure established in the protocol: pre-visit, during the visit and after the visit. For this last stage, the Virtual Learning Environment was used as a tool for communication.

III.5.Post Job Shadowing Events

After the 4 job shadowing in 5 partner countries; 4 post-job shadowing meeting was held in all partner countries. Totally 68 teachers participated directly in JS and shared their experience. Participants learnt about the other countries' teaching methods and techniques. At post JS Events; job shadowers shared their amazing experiences during the job shadowing. Also virtual learning environment were introduced and participants were encouraged to use the VLE. The host teachers shared their experience and new or interesting lesson plans/activities from the other countries were shared and discussed. Besides, hosting requirements and students' behaviour and attitudes towards them were discussed.

TC4PI project in cooperation with other European countries allowed a comparative study of teachers´ competences and contributed to raising awareness of the cultural diversity and plurilingualism in Europe. Teachers, students and education stakeholders tried to understand themselves better as European citizens and tried to have more respect and appreciation about different cultures. This deeper appreciation will help challenge stereotypes and misconceptions and lead to greater cohesion among: the partner countries communities; the communities within the wider European context and the local/regional education institutions and the communities that they serve. The transfer of information, knowledge and experiences among partners, and to a wider audience is being facilitated through ICT tools: virtual learning environment, social network and dissemination on the project website… Schools from the Network have started to redesign some their lesson planning by incorporating their new knowledge and experiences provided by the Project actions.

The overall reaction of the participants to the modules content and the impact of the class activities (within the modules) on students and teachers in different countries

Poland, which is a homogenous country, has little plurilingual and Pluricultural experience (although throughout its history it has proved to be welcoming to citizens of other nations seeking refuge within its boundaries). Nevertheless, there are bases for developing plurilingual and Pluricultural competences since Poland, similarly to other European countries, is becoming an immigrants' country. The training triggered all sorts of the participants' experience and intuition relating to pluriculture and otherness, which, during the training, they had the opportunity to voice and share among professionals (especially those who had participated in European educational projects). The value of the discussions and sharing could not be overrated as they provided the opportunity for the teachers to process what till then had been a rather randomly approached issue in their school environment. The great value (and success) of the training was to put the participants' experience, intuition, and sketchy knowledge (e.g. of documents on plurilingualism and Pluricultural) into a structure of the Modules so that they could use them effectively with their students. And they did, and that proved to be yet other eyes opening experience for them as their students very often seemed less open and tolerant than they thought they were or had declared to be. The training made the participants acutely aware of the need for all teachers to be equipped with plurilingual and Pluricultural competences.

In **Turkey** the development of plurilingual and pluricultural competence is increasingly noted as an important goal of foreign language education that the Turkish Ministry of National Education underlines about the integration of these principles into the nation's foreign language curriculum.

There are approximately 36 regional or minority languages in our country according to Ethnologue such as Zazaki, Kurdish, Arabic, Laz and Balkan languages. But the official language Turkish is used at schools although some of the students use their own ethnic language at home or the dialect at school. (Akdeniz Language Studies Conference 2012 Plurilingualism, pluriculturalism, and the CEFR: Are foreign language objectives reflected in classroom instruction?)

As pluriculturalism is considered to be a natural outcome of plurilingualism the project affected us both the language teachers and the students in good ways. In TR, TC4PI training modules were implemented with 22 English Language in service teachers and 1 French Language in service teacher, from different Doğa Campuses, who are working with different age groups from primary to high school. The volunteer participation was essential. The teacher trainings were held in two periods.

Totally there are 8 modules and first 4 trainings of 4 modules have completed in three day face to face trainings (10 January 2015- 17 January 2015 and 14 February 2015) in Ataşehir Doga Campus in Istanbul.

During the trainings, learner autonomy, cultural activity situation at schools, CLIL, and digital literacy, ethnologies, language diversity at school, language classification by linguistic similarities, CEF-R, The European Portfolio and language knowledge were mainly discussed. Brain storming and cross-disciplinary sample lesson plan from the modules were used and they created their own lesson plans in groups to test and implement in their classes. The modules of training were helpful to the teachers according to the survey which was applied in the next training; they mentioned they had already known about autonomy and its dimensions; yet applying cross-disciplinary lesson wasn't something new but with this

training they gained some new perspective about how a topic should be given to students together; with the other related subjects.

Now they are aware of cultural diversity or stereotypic attitudes much more than before. The teachers are enthusiastic toward developing intercultural awareness in their students. Teachers´ intercultural understanding and exchanging good practices on plurilingualism were aimed and with the implementations of the modules during lessons students realized the differences and similarities between cultures and develop respect for cultural identities and diversity, besides raised their awareness in linguistic knowledge. They undertook activities that emphasized using cultural and linguistic items. The students are also now have intercultural perspective.

4. CONCLUSIONS

By Zuhal Yilmaz Dogan, Banu Yurtseven and Sedef Altas. Asist Öğretim Kurumlari A.Ş. Istanbul.Turkey.

Teacher Competences for Plurilingual Integration (TC4PI) is a multilateral Comenius Project, developed between 2012 and 2015 with the support of the Lifelong Learning Programme of the European Union. The main aim of the Project was to contribute to a plurilingual and intercultural education by designing a teacher training framework oriented towards the development of teachers´ professional competences dealing with the intercultural dimension in plurilingual education. TC4PI Framework was conceived to create a common useful range of tools to help teachers across Europe to acquire and develop multicultural competencies for their teaching practice in order to improve the integration of students in the class. This Framework aims to be a reference "framework" document on teachers´ competences on multicultural and intercultural education and be a useful knowledge-transferable document for multicultural and multilingual educational contexts. The primary audience of this document is teachers, future teachers and teacher trainers.

It promotes language learning and linguistic diversity as the two starting points are multicultural competences and plurilingual integration. The project focused on education for local, regional, national and European citizenship, particularly through the establishment of a net of schools and high schools that work together through a Virtual Learning Environment (VLE). VLE is a private online platform hosted by the coordinating institution which works as a means of communication among all the members taking part in the project: teachers, pre-service and partners. Any other education platform that allows teachers and coordinators to interact and share contents would achieve the same goals. Partners, with wide networks of potential users, exploited the teaching space in their own institution, within teaching programs, workshops, and educational events. Partners encouraged educational institutions to apply the good practices and using the VLE in different educational settings. There were online facilities for the collection of feedback which were monitored by the partners and analyzed by the Quality assurance team. The project platform and VLE will be maintained after the end of the project.

The training process in the Project is twofold: Pre- during and post job shadowing in the form of workshops (workshop defined here as a series of structured activities) and the Project course with specially designed Training Modules. Modules are designed to follow this line of competence building: a teaching objective is identified as part of research and reality (rationale and step 1 and step 2). Pre-service and in-service participants` awareness of the

key issue and understanding of the key concept is built. The process is designed along 8 Modules, which are the manifestations of 8 teaching goals: Opening learners to all form of otherness, Comparison of various cultures, Learner autonomy in cross-disciplinary projects, Making learner aware of their language repertoire and their value, Reflection on language, Raise awareness in linguistic knowledge versus language knowledge, Interaction with people belonging to other social groups, Communication skills free of prejudices and stereotypes. Through the existing training systems in the partners´ countries, teachers (primary and secondary education, pre-service and in-service) are trained on key competences to develop their teaching practice. In total 8 module trainings were organized in 5 countries. More than 200 teachers who are working with different age groups from primary to high school were participated to these trainings.

During modules trainings the teachers experienced different techniques, methods and activities and decided to implement them in their classes. TC4PI trainings shaped their teaching way again. They discussed about stereotypes and also prejudices while developing communication skills meanwhile revised their knowledge about CLIL and CEF-R and became much more talented in planning their lessons giving more importance to cross disciplinary. They believe cross-disciplinary collaboration and planning is the best way to enrich the students' experiences, learning level and engaging other subjects with core competences. The power of the modules made the teachers felt more self-confident, skillful and tolerant. Moreover they are better at classroom management besides communication/ interaction with their students.

The project created a network of schools of similar characteristics for the exchange of best practices between teachers and management/leadership. This network allowed the analysis of the existing situation in schools, at the same time that promotes networking for communication and coordination. TC4PI Project counts on experts in the field of language education and teacher education to analyze the best practices in plurilingual education from an intercultural perspective in the countries involved. There are collaborating schools (pilot primary/secondary schools) that provide complementary information about observation of plurilingual education practices and exchange of experiences among the schools network. The strength of the consortium lies on the collaboration among institutions that provide initial training and the ones that provide lifelong or in-service teacher training.

Job shadowing was a very important part of this project. It was considered not only as a "period of time for reflection and observation" but also as a consistent powerful tool for learning. Within the TC4PI project 5 job-shadowing trainings were organized. Job shadowing or period of professional observation is one of the most common practices for new employees. Essentially, job shadowing means spending some learning professional time observing an expert related to the work that the employee is expected to develop in the future. It also means observing the daily work routine from an expert. TC4PI job shadowing objectives were, Reflect and learn from others, Share experiences with colleagues from different countries. 5 job shadowing week were held in 5 partner countries for sharing experiences and teaching via cross-disciplinary and mobility. JS teachers shared their experiences and cultures, raised their awareness about other countries' teaching systems and students' behaviors. They made observations about different language teaching systems and methods and improve their competences. The purpose was to promote collaboration among teachers, dialogue and reflection. At the end of the job shadowing visit, host and guest teachers shared their reflections on the experience with team members. Job shadowing was developed following the structure established in the protocol: pre-visit, during the visit and after the visit. For this last stage, the VLE was used as a tool for communication.

TC4PI project in cooperation with other European countries allowed a comparative study of teachers´ competences and contributed to raising awareness of the cultural diversity and plurilingualism in Europe. Teachers, students and education stakeholders tried to understand themselves better as European citizens and tried to have more respect and appreciation about different cultures. This deeper appreciation will help challenge stereotypes and misconceptions and lead to greater cohesion among: the partner countries communities; the communities within the wider European context and the local/regional education institutions and the communities that they serve. The transfer of information, knowledge and experiences among partners, and to a wider audience is being facilitated through ICT tools: virtual learning environment, social network and dissemination on the project website… Schools from the Network have started to redesign some their lesson planning by incorporating their new knowledge and experiences provided by the Project actions.

As pluriculturalism is considered to be a natural outcome of plurilingualism the project affected us both the language teachers and the students in good ways. The modules of training were helpful to the teachers according to the survey which was applied in the next training; they mentioned they had already known about autonomy and its dimensions; yet applying cross-disciplinary lesson wasn't something new but with this training they gained some new perspective about how a topic should be given to students together; with the other related subjects. Now they are aware of cultural diversity or stereotypic attitudes much more than before. The teachers are enthusiastic toward developing intercultural awareness in their students.

The most effective way for exploitation of the results would be placement of TC4PI an International teacher Training Course (ITTC) to share the results of the good practices and integration into school implementation with the plurilingual and multicultural competence to explore and cascade the project results under Erasmus Plus KA1 Programme. We also kindly invite you to implement and test our educational materials in our VLE which is accessible to all the users and then share our experiences with the teachers in our network.

TEACHER COMPETENCES FOR
PLURILINGUAL INTEGRATION

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Beacco, J-C., et al. (2010). *Guide for the development and implementation of curricula for plurilingual and intercultural education.* Strasbourg: Council of Europe.

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APPENDIXES

TC4PI   Teacher Competences for Plurilingual Integration

526596-LLP-1-2012-1-ES-COMENIUS-CMP

Dear colleagues! This questionnaire is part of a European project **Teacher Competences for Plurilingual Integration** (TC4PI).

Plurilingualism forms the basis of communication in Europe and provides a more concrete basis for democratic citizenship. As one of the project's aims is to design a training module, we would like to know your opinion on the course you have been participating in. The results of the questionnaire will be used only for research purposes. While filling out the questionnaire, please either tick the chosen letter or write the answer (if requested). While selecting the option 'other,' please specify with further details.

Thank you very much for your time!

Project TC4PI Team

1. How do you rate the contents of the training sessions?

(1 = poor, 10 = excellent)

1	2	3	4	5	6	7	8	9	10

2. How do you rate the organization of the training sessions?

(1 = poor, 10 = excellent)

1	2	3	4	5	6	7	8	9	10

3. How do you rate the materials used in the training sessions?

(1 = poor, 10 = excellent)

1	2	3	4	5	6	7	8	9	10

4. Do you find the activities presented in the module applicable to your teaching context? (1 = weakly, 10 = highly)

1	2	3	4	5	6	7	8	9	10

5. Which of the activities presented in the module would you implement right away in your classes?

……

6. Training module contents contribute to the understanding of plurilingualism in a school context.

(1 = strongly agree, 10 = strongly disagree)

1	2	3	4	5	6	7	8	9	10

7. I would like to continue with the training module
Yes   No

Please comment why "yes", or why "no"?

……

8. What are your recommendations for the improvement of the training?

……

TEACHER COMPETENCES FOR PLURILINGUAL INTEGRATION

Appendix 2   Questionnaire 2

1. What did you expect from this training module?

    (Please select and tick all options that apply to you.)

A   to get ideas for my teaching

B   to develop professionally

C   to learn from colleagues

D to share my experiences with others

E   to get solutions for the specific problems I face in my teaching

F   Other

……

2. To what extent have these expectations been met?

(1 = weakly, 10 = highly)

1	2	3	4	5	6	7	8	9	10

3. Do you find the training useful for your (future) teaching practice?   Yes   No

Please comment why "yes", or why "no"?

……………………………………………………………………………………………………

4. Would you recommend this training to your colleagues/other student teachers?   Yes   No

Please comment why "yes", or why "no"?

……………………………………………………………………………………………………

5. Do you believe that the training contributed to your understanding of plurilingualism?

   (1 = weakly, 10 = highly)

1	2	3	4	5	6	7	8	9	10

6. Is the content of the training useful to your teaching purposes?

(1 = weakly, 10 = highly)

1	2	3	4	5	6	7	8	9	10

7. Do you feel better prepared to deal with issues linked to plurilingual situations and interactions in your classes? (1 = weakly, 10 = highly)

1	2	3	4	5	6	7	8	9	10

8. Do you plan to integrate some plurilingual activities in your teaching?

(1 = definitely not, 10 = yes, certainly)

1	2	3	4	5	6	7	8	9	10

9. What are your recommendations for the improvement of the training?

……

9. Please finish the following statements:

During this training, I liked the best…

During this training, I experienced…

During this training, I realized …

Thank you for your help in the evaluation of the TC4PI PROJECT.

TRAINING MODULE 1:

OPENING LEARNERS TO ALL FORM OF OTHERNESS

Time: 6 academic hours (ac. hrs) per module
Modes of presentation: 2 ac. hrs face-to-face teaching (alternatively could be online presentation)
4 ac. hrs individual assignment

In place of introduction

"1. Minds can be changed through logical argument. Reason.
2. Minds can be changed through data, observations, case studies. Research.
3. Minds can be changed when the mind-to-be-changed resonates with the new content and with the presenter. Resonance.
4. Minds can be changed when the new content is presented in a number of different media and symbol systems. Redescription.
5. Minds can be changed when sufficient rewards (or punishments) are invoked. Rewards and resources.
6. Minds can be changed when there is a dramatic change in the conditions of the world. Real world events.
7. Minds can be changed when the chief resistances to the desired mind change are neutralized. Resistances overcome."
Gardner

"The definition of the Other is based on difference: that which is not the same or that which is something other than. Therefore, the only way to think about, and thus define, a term like the Other is in context."
Grant

Rationale

Learning a new language, "swimming in the new waters" is a way of learning one's own capacities and one's ways of dealing with the same and with new things. Training module 1 is an introductory module into training teachers to deal with complexities of language and learning in a language learning class.

Pre-service and in-service teachers, and particularly teachers of a foreign language, introduce learners to new ways and possibilities to express themselves and to understand others. Experiencing a different sound system, trying to practice it and start functioning in a new "language pool" may be challenging, difficult to deal with and this stops or slows down learners from successful participation in their learning process, creates diversity in a language learning class and for teachers it is a classroom management problem which has to be approached.

Teachers are invited to reflect on the essence of the otherness in a foreign language class, how this awareness of the otherness brings tensions into language learning in general and into language learning in the classes they practice, pre-service teachers may reflect upon possible expressions of otherness in the language classes and predict them. Teachers are invited to make decisions of how it is best to incorporate the awareness of otherness into planning lesson activities or working throughout the curriculum.

TARGET GROUP (in-service – pre-service teachers)

OBJECTIVES

Upon completion of this module the in-service teachers:
- will have a better understanding of plurilingualism
- will develop a keener awareness of the presence of the otherness in a foreign language class in their own school and in a secondary school environment in general;
- will have worked on the possibility of making students aware of the ways of bridging the otherness of a foreign language class to classes of other subjects taught at school;
- will reflect upon presence of otherness in a teaching situation;
- will have a better understanding of plurilingual education through reflection on the concept of plurilingualism and otherness.

Pre-service teachers
- will have reflected upon the role of the awareness of otherness in a foreign language class;
- will have predicted positive and negative sides of otherness in a classroom situation while learning a foreign language;
- will have analyzed lesson plans and activities to help learners to connect in their learning new and known materials.
- will have analyzed lesson plans and activities focused on making learners to experience otherness.

This module suggests no single set of outcomes. Each teacher (pre-service/in-service) may come up with individual awareness about one's own attitudes to otherness in a learning environment. Teachers will have a possibility to stimulate discussion and share ideas about otherness and identity in their language class.

PROCEDURE

ACTIVITY. LINGUISTIC SITUATION AT SCHOOLS REVIEW

1. Ask participants to work in small groups or in pairs and discuss the following issues about their teaching context or their experience at schools as learners:

- **Linguistic and cultural diversity in school**
- **Linguistic and cultural diversity in the classroom**
- **Diversity of pupils´ experiences in other languages/modes of speaking outside the school**
- **Collaboration with other subject teachers**
- **Exchange with other institutions**

Source: Prepared after *TC4PI JS Protocol Observation chart*

2. Review all the discussion summaries with the whole class, focusing on the linguistic diversity issue within and outside the school and also within subjects taught at school.

3. Write/Draw group scheme/ map/ pictogram of their contextual diversity. Place this visual in the training class (on screen through a digital source) or print as hand-outs for the group to keep it for all the training period.

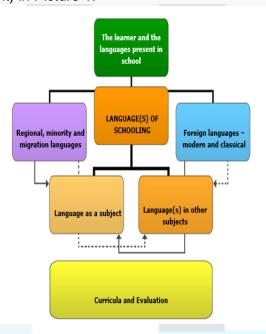I. **ACTIVITY. INTRODUCTION INTO UNDERSTANDING PLURILINGUALISM**
1. Language diversity is often termed as *multilingualism* or *plurilingualism*. Working definitions of both are taken from *Beacco, J-C. et al. (2010). Guide for the development and implementation of curricula for plurilingual and intercultural education. Strasbourg: Council of Europe.*

…'*multilingualism*' refers to the presence in a geographical area, large or small, of more than one 'variety of language' i.e. the mode of speaking of a social group whether it is formally recognised as a language or not; in such an area individuals may be monolingual speaking only their own variety."

'*plurilingualism*' refers to languages not as objects but from the point of view of those who speak them. It refers to the repertoire of varieties of language which many individuals use, and is therefore the opposite of monolingualism.

TC4PI emphasises the contextual practices of individuals and integration of such practices in schooling situation as well as teachers' competence to deal with such practices. It is also important to stress that linguistic diversity is present even in the situations where one language is mostly used as a language of instruction in a school situation.

2. Ask the participants to study the chart; ask the participants what diversity the chart represents (e.g. linguistic diversity of a social environment; diversity of languages in a schooling environment) in Picture 1.

Picture 1. Source: the Council of Europe Education and Languages, Language Policy site (http://www.coe.int/t/dg4/linguistic/langeduc/le_platformintro_EN.asp)

3. Ask participants to compare their school context as defined in Step 1 in relation to the chart of languages of schooling. The chart shows relation of foreign languages to other languages present in and out of school.

The important accent is on the term "OTHER". The chart shows connections to OTHER languages, in fact, the diversity of speaking modes and the teachers now become focused on the presence of types of the same or other (foreign) languages in the schooling environment. The chart shows how a foreign language is connected to the other languages used in a school or outside a school.

Step 3

II. ACTIVITY. TO CONNECT THE TEACHING GOAL OPENING LEARNERS TO OTHERNESS WITH LANGUAGE CLASSES.

One of the most important tasks for future education in H. Gardner's opinion is to develop learners' respectful and ethical minds.

(Gardner, H. *Five minds for the future*, 2007 *From: Art in Relational Pedagogy)*

1. The otherness of a foreign language in a school or out of school situation may find its manifestations in many different ways. Often the reaction to the otherness may be that of acceptance or rejection. Ask teachers:

- What are the attitudes towards learning new things and bringing in the class new knowledge e.g. gained outside the class?
- What is the atmosphere in the class? Are the children friendly?
- Are the children helpful to their peers in dealing with learning issues in a class?
- Are they shy, adventurous, interested in practicing new sounds, words, topics?

2. Ask teachers to work in groups and fill the chart below. Compare the similarities and differences in the charts.

Children learn easily in a language class, respond enthusiastically (a list of activities,

Class atmosphere in a langugae lesson

Children do not like doing (a list of individual, group or class activities the kids do not like doing)

4. Discuss the results in class and list what is the content of "OTHERNESS" that learners are responding enthusiastically to and what "OTHERNESS" is not appreciated by the learners in a foreign language classes.

"OTHERNESS" – positive reaction to learning (a language learning)	"OTHERNESS" – negative reaction to learning (a language learning)

5. Ask participants how can they use their understanding of learners' positive and negative reactions in a language class.

6. Make a list of suggestions and publish it for the whole class in handouts or in a visual accessible to all. Work in small groups.

Recommendations to use positive reactions to learning (language learning) in a language class	Recommendations to deal with negative reactions to learning (language learning) in a language class

7. Compare your lists. What recommendations are the most relevant in your teaching/learning environment?

Step 4 (Pre-service/In-service)

III ACTIVITY. STUDY LESSONS FROM TC4PI PROJECT JOB SHADOWINGS. USE CULTURAL ACTIVITIES AND ADOPT THEM TO YOUR TEACHING SITUATION.

Step 5 (In-service/Pre-service)

IV . INDIVIDUAL ASSIGNMENTS TO MODEL A LESSON IN TEACHING CURRICULUM AT SCHOOL WITH A SPECIAL EMPHASIS ON FORMS OF OTHERNESS.

In-service teachers are given homework to plan a lesson or a sequence of activities with the focus on otherness in the foreign language class. Teachers design a lesson and comment on their pre-activity awareness and knowledge of the identification of otherness in the foreign language class (grey area); what practical observations they noticed in the lesson (green part) and what new extended knowledge/ awareness they record (orange part). Teachers also comment on how grey, green and orange parts interrelate in terms of expectations, plans and real teaching experience.

Pre-activity situation	Situation in- activity	Post-activity reflection

Grey part in the table is allotted to the awareness and knowledge that is available before teaching in class (Table 1).

Greenish part is the part that is actually planned and happens in class; it relates to what teachers bring from "grey" area to "green" practice.

Orange area is the area which allows teachers to extend their knowledge towards understanding of pedagogical implications in dealing with social values, e.g. otherness in a language class; also what personal advances in awareness, skills, knowledge one registers.

Pre-service teachers are given home tasks to choose and comment on 3 examples available in VLE of the activities that focus on helping students to bridge the otherness of a foreign language in school to other school languages and subjects.

Reading resources:

Coste, D., Moore, D. and Zarate, G. *Plurilingual and Pluricultural Competence*. French version originally published in 1997

Studies towards a Common European Framework of Reference for language learning and teaching

Beacco, J-C. (2007). *From linguistic diversity to plurilingual education: Guide for the development of language education policies in Europe*. Strasbourg: Council of Europe.

Beacco, J-C. et al. (2010). *Guide for the development and implementation of curricula for plurilingual and intercultural education*. Strasbourg: Council of Europe.

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Grant, Carl A., and Ladson-Billings, Gloria, eds. Dictionary of Multicultural Education. Westport, CT, USA: Greenwood Press, 1997.

Gardner, H. Multiple lenses on the mind. In Huat, Chau Meng, and Kerry, Trevor, eds. *International Perspectives on Education.* London, GBR: Continuum International Publishing, 2008.

TRAINING MODULE 2:

COMPARISON OF VARIOUS CULTURES

Time: 6 academic hours (ac. hrs) per module
Modes of presentation: 2 ac. hrs face-to-face teaching (alternatively could be online presentation)
4 ac. hrs individual assignment

Rationale

Cultures change as the societies change. Change is a big part of today`s environment and it is important to live in the new changing environment and be mindful and respectful of the changing cultures.

This situation is very much a part of a school life where a learner`s situation in one subject or in one year of studies changes when they cross the threshold of a new class or graduate to a new schooling year.

Foreign language lessons offer this passage into a new, different culture within schooling curriculum on a regular basis. In language classes we learn how to communicate on the levels of language and culture. Comparison of cultures, indeed, serves the need to communicate successfully in new cultures.

TARGET GROUP (in-service – pre-service teachers)

OBJECTIVES

Upon completion of this unit the in-service and pre-service teachers will be able:
-to describe participants understanding of culture and its effect on learners in a multidimensional way;
-to see cultural diversity as a source for making learners more sensitive to cultural differences;
-to apply different activities to make learners more sensitive to cultural differences;
-to use cultural ambiguities for lesson planning;
-to design/prepare a lesson plan related to the topic of cultural diversity
-to prepare activities related to the topic of cultural diversity;
-to reflect upon cultural comparison in terms of change, ambiguity, respect.

PROCEDURE

Step 1 (In-service/Pre-service)

ACTIVITY.THINKING ABOUT CULTURE

For the start bring to the class pictures or ask participants to draw objects: an onion, iceberg, a fish in water, a house, a tree and lenses (a cultural researcher`s Kate Berardo's analogies of culture) onion, iceberg, fish in water, house, tree and lenses.

Ask the participants what similarities do they see between each object and culture?

Ask them to work in groups and consider what **insights** do these pictures lead to about their classroom situation?

> *Sample answers*:
> *Onion* shows the complexity, the levels we all have and so culture can be seen as many layered: national, town, city culture, school culture, class culture etc.
> *Iceberg* – is an object that shows the unobserved part of culture very deep, hidden below the "floating" part such as ideas of what is right and wrong, beliefs about life and people etc.
> *Fish in water* – we depend upon our culture for survival but very often we may not notice it as fish does not know other life outside water.
> *House* – Culture is like a house, gives comfort and protection and moving outside the house may cause discomfort.

Tree – Culture may be seen as a living, growing changing organism reacting to different ecologies, different conditions.

Lenses – is a cultural filter through which we see the things. Culture as a system of making meanings produces very different answers to what a good learner or a good teacher or a good class are.

Step 2 (In-service/Pre-service)

ACTIVITY. CULTURAL SITUATION AT SCHOOLS REVIEW

1. Ask participants to re-use the same data they generated in MODULE 1 STEP1 while registering their teaching context. This time the emphasis is on the cultural diversity, teachers may be willing to edit their data:

    -   Linguistic and cultural diversity in school
    -   Linguistic and cultural diversity in the classroom
    -   Diversity of pupils´ experiences in other languages/modes of speaking outside the school
    -   Collaboration with other subject teachers
    -   Exchange with other institutions

    Source: TC4PI JS Protocol Observation chart

2. Ask participants to compare their cultural contexts and the change in their attitudes to cultural diversity in pairs. Report conclusions to class.
3. Ask participants to focus on the behavioural patterns that their cultural environment may support.
4. Ask participants to evaluate their school cultural situation as being supportive or non-supportive in bringing up the following behavioural features in pupils:

	YES	NO
1) Showing respect to teachers and to peers;		
2) Showing empathy to peers/colleagues/ teachers/ pupils;		
3) Managing interaction with peers and with teachers;		
4) Tolerating ambiguity;		

5. Discuss results in class.

ACTIVITY. STUDY LESSONS FROM TC4PI PROJECT JOB SHADOWINGS. USE CULTURAL ACTIVITIES AND ADOPT THEM TO YOUR TEACHING SITUATION.

Step 4 (In-service/Pre-service)

ACTIVITY. CHANGES IN THE CLASSROOM CULTURE

Part of today`s changes in many countries and in schools in many countries is the situation when the classes are no longer monolingual. Very often families relocate and children go to a new school and enter a new cultural environment.  With a new learner in class teacher`s cultural environment also changes.

Ask participants to reflect upon what could change in their daily class routines, reactions, roles, relationships, reflections about themselves in the new situation.

Ask participants to write down these reflections into the chart below.

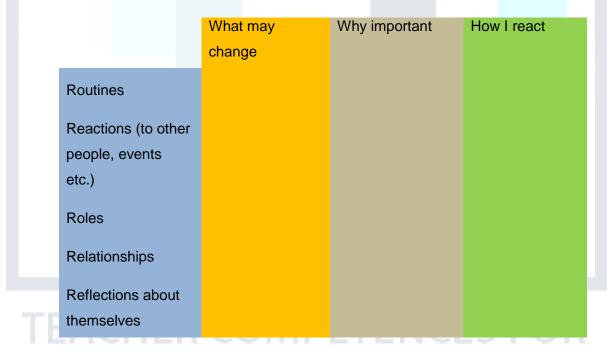|	What may change	Why important	How I react
Routines			
Reactions (to other people, events etc.)			
Roles			
Relationships			
Reflections about themselves			

Chart 1. Source: Adopted from Kate Berardo: The 5Rs in Culture Change. In Building Culture Competence: Innovative Activities and Models. eds. K. Berardo and D.K. Deardorff (Sterling, VA: Stylus, 2012).

Discuss the chart in class. Do participants foresee possible moments of ambiguity in new class culture – how would they deal with them?

Step 5 (In-service/Pre-service)

ACTIVITY. INDIVIDUAL ASSIGNMENTS

In-service teachers are given homework to prepare a lesson or a sequence of activities with the focus either on:
- possibilities to talk about culture (Step 1 activities)
- integration of a cultural activity from VLE data (Step 3 activities)

Teachers design a lesson and comment on their pre-activity awareness, knowledge and experience of approaching different cultures in the foreign language class (grey area); what practical observations they noticed in the lesson (green part) and what new extended knowledge/ awareness they record (orange part). Teachers also comment on how grey, green and orange parts interrelate in terms of expectations, plans and real teaching experience.

Pre-service teachers are given reading assignments from the reading list and design a classroom activity for culture discussions.

Pre-activity situation	Situation in- activity	Post-activity reflection

Grey part in the table is allotted to the awareness and knowledge that is available before teaching in class.

Greenish part is the part that is actually planned and happens in class; it relates to what teachers bring from "grey" area to "green" practice.

Orange area is the area which allows teachers to extend their knowledge towards understanding of pedagogical implications in dealing with social values, e.g. otherness in a language class; also what personal advances in awareness, skills, knowledge one registers.

Pre-service teachers are given home tasks to choose and comment on 3 examples available in VLE of the activities that focus on helping students to bridge the otherness of a foreign language in school to other school languages and subjects.

Reading resources:

Eurobarometer 399. Cultural access and participation.
http://www.google.lt/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCMQFjAA&url=http%3A%2F%2Fec.europa.eu%2Fpublic_opinion%2Farchives%2Febs%2Febs_399_en.pdf&ei=uKw6VLnaOsXmyQOQnIHwAQ&usg=AFQjCNH9H6nKG9EbxpNNVDX5isF2mfkU0w&bvm=bv.77161500,d.bGQ

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Kate Berardo: The 5Rs in Culture Change. In Building Culture Competence: Innovative Activities and Models. eds. K. Bearado and D. K. Deardorff (Stferling, VA:Stylus, 2012).

LEARNER AUTONOMY IN CROSS-DISCIPLINARY PROJECTS

Time: 6 academic hours (ac. hrs) per unit
Modes of presentation: 1,5 ac. hrs face-to-face teaching (alternatively could be online presentation)
4 ac. hrs individual assignment

Rationale

Autonomous learners and autonomous learning is often called "the essence of life - long learning' (Tings 2011) or even 'a social necessity of our information age' (Wolff 1998).

No matter how much valued autonomy is, it is never the same and our ability to use our autonomy is always changing throughout life. It is important to educate the ability to stay autonomous and draw upon our best resources. Foreign language education contributes to develop in children their capacity of augmenting autonomy in a foreign language situation and in learning situations in general.

In applying teaching methods and tools for developing autonomous learner foreign language teachers help students become more aware of their own interests and of the meaning of learning in their own lives.

TARGET GROUP (in-service – pre-service teachers)

OBJECTIVES

Upon completion of this unit the in-service and pre-service teachers will be able:
-to focus on building steps in learner autonomy;
-to see their class diversity in autonomous learning;
-to structure their teaching towards learner autonomy enhancement.

PROCEDURE

Step 1 (In-service/Pre-service)

ACTIVITY. MAKING DECISIONS ABOUT LEARNER AUTONOMY IN CROSS-DISCIPLINARY PROJECTS

By its very nature a Cross-Diciplinary ("linking two or more fields of study" *from* Collins Dictionary)   Project is a Project that shifts a learner`s attention to achieving most in one subject (language, history, culture studies, geography etc.) to rather an overcoming problems in solving a task: e.g. in a German language class pupils give directions to French tourists to Germany in French – not a German language subject, but efficient task solving, etc.

The skills that are at play are not grammar or pronunciation but achieving result –e.g. leading people to the required place, making someone move, etc.

According to Paran (2010) poor language skills may prevent students` ability in showing their high skill in another subject. This should be remedied by allowing student to apply one's learning strategies to one`s benefit.

Literature states that for a learner to act autonomously has to be prepared for a project, since unprepared learner does not know how to exercise one's autonomy. This is especially true in a situation when we deal with Young Learners who maybe not skilled enough to exercise their learning autonomy.

Give examples of activities training learner autonomy to participants. Discuss what features of learner autonomy the activities train:

1. Station learning – an activity is announced in advance – the area of a class is divided into several plots and children may choose to stay at a station and use materials and carry out the tasks that they like or want to do best.
2. Information gap - when an information about the whole object – say a building- is presented to two learners – or two learners speak two different languages the same information and they have to reconstruct the object.
3. Story line – a story is told and learners contribute to the development of the story by the means they can master best – video, pictures, costume design, writing a dialogue etc. (activity taken from: http://www.storyline-scotland.com/whatisstoryline.html
4. Project- a cross cultural Project, e.g. translating a folk tale to a foreign partners at school etc.

Teachers should let out language goals of sight and rather concentrate on individual students ability to stay in the learning process. Most literature writes about the key focus on giving learners courage, peace, challenge to manage their own learning and not being overshadowed by other learners.

Participants should record their opinion of the autonomy developing activities in the Table 1 below:

Table 1

Motivation	Decision making	Risk taking	Self-evaluation	Self-reward

A list of autonomous learning possibilities: After: *Thanasoulas, D. What is Learner Autonomy and How Can It Be Fostered?* **http://iteslj.org/Articles/Thanasoulas-Autonomy.html**

Discuss results in class.

Step 2 (In-service/Pre-service)

ACTIVITY. CULTURAL SITUATION AT SCHOOLS REVIEW

This time the emphasis of the autonomous learning goes to the issue of control.

1. Ask the participants review the following observation chart issues related to the teacher activities, the learner function and the materials used in teaching a foreign language. Ask participants to rate teacher control of the function in all three blocks from 0 to 5 – 0 being equivalent to no control and 5 to all control of the teacher.

Teacher

Languages used
How linguistic input is presented
How the content to be taught is presented
Type of activities used
How the cultural content is presented
How learners are led towards attitudes such as tolerance, curiosity…
Learning strategies promoted
Interactions promoted

Learner

Language used in working on tasks
Attitudes towards the topic
Attitudes towards other peers
Learning strategies used
Reactions towards learning experiences

Materials

Language of materials
Authenticity of materials
Tools used to support learning

Source: TC4PI JS Protocol Observation chart

2. After participants review the blocks for their own situations compare the areas of highest control and areas of no control in groups. Report group findings and teaching contexts in class.
3. Ask participants if they consider any areas as being over – or under-controled for developing learners` autonomy. Support your opinion.

Step 3 (In-service/Pre-service)

ACTIVITY. STUDY LESSONS FROM TC4PI PROJECT JOB SHADOWINGS. USE CULTURAL ACTIVITIES AND ADOPT THEM TO YOUR TEACHING SITUATION

Step 4 (In-service/Pre-service)

Before giving home assignment it is worth reminding the teachers that language in its essence is plurilingual as it draws upon other subjects and in this relation to bring forth the chart from Module

This review of plurilingual character of one language and a place in the schooling language

system of a foreign language may suggest teachers what interdisciplinary projects they could plan with regard to plurilingual experiences.
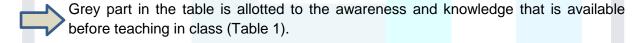
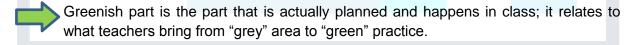## ACTIVITY. INDIVIDUAL ASSIGNMENTS

In-service teachers are given homework to prepare a lesson or a sequence of activities with the focus of mapping learner initiatives in choosing, participating and designing learning tasks for themselves.

This project should be accounted for   by presenting a list of autonomous learning possibilities in Step 1 of this module drawn on the project activity undertaken. Teachers may comment on how well in the activity felt weaker students and what was the involvement of the quicker learners.

Ask teachers to design a lesson and comment on their pre-activity awareness, knowledge and experience of approaching different cultures in the foreign language class (grey area); what practical observations they noticed in the lesson (green part) and what new extended knowledge/ awareness they record (orange part). Teachers also comment on how grey, green and orange parts interrelate in terms of expectations, plans and real teaching experience.

Pre-activity situation	Situation in- activity	Post-activity reflection

Grey part in the table is allotted to the awareness and knowledge that is available before teaching in class (Table 1).

Greenish part is the part that is actually planned and happens in class; it relates to what teachers bring from "grey" area to "green" practice.

Orange area is the area which allows teachers to extend their knowledge towards understanding of pedagogical implications in dealing with social values, e.g. otherness in a language class; also what personal advances in awareness, skills, knowledge one registers.

Pre-service teachers are given home tasks to choose and   comment on 3 examples available in VLE of the activities that focus on helping students to bridge the otherness of a foreign language in school to other school languages and subjects.

Reading resources:

Collins Dictionary http://www.collinsdictionary.com/dictionary/english
Thanasoulas, D. What is Learner Autonomy and How Can It Be Fostered?
http://iteslj.org/Articles/Thanasoulas-Autonomy.html
Lennon, Paul, ed. Learner Autonomy in the English Classroom: Empirical Studies and Ideas for Teachers. Frankfurt am Main, DEU: Peter Lang AG, 2012
Paran, Amos, and Sercu, Lies, eds. New Perspectives on Language and Education: Testing the Untestable in Language Education. Clevedon, GBR: Multilingual Matters, 2010.

TRAINING MODULE 4:

MAKING LEARNER AWARE OF THEIR LANGUAGE REPERTOIRE AND THEIR VALUE

Time: 6 academic hours (ac. hrs) per unit
Modes of presentation: 1,5 ac. hrs face-to-face teaching (alternatively could be online presentation)
4 ac.hrs individual assignment

Rationale

Understanding of what is a language repertoire is core for understanding social communities of language users. In 2007 Council of Europe came up with the following definition:" Group of language varieties (first language, regional language, languages learned at school or in visits abroad), mastered by the same speaker, to different degrees of proficiency and for different uses. This individual repertoire changes over the course of an individual's lifespan (acquisition of new languages, "forgetting" languages learned)."

It is noticed that language repertoires change – some languages come out of use new appear. Using a different form of twitter language; email texts, mobile „textese" has become part of our new reperoires. Learners` awareness of languages, ability to use this awareness empowers learners and gives them a plurilingual dimension in their learning.
Teachers should be aware of the language repertoires and make use of learning opportunities for their learners.

TARGET GROUP (in-service – pre-service teachers)

OBJECTIVES

Upon completion of this unit the in-service and pre-service teachers will be able:

-to adopt a broader view about learning languages;
-to perceive the diversity of language repertoires that exist in class;
-to make their learners aware that they learn languages even when they encounter them for a short time;
-to make their learners aware that their own diversity of language repertoire is a strategy for effective communication.

PROCEDURE

Step 1 (Pre-service/in-service)

ACTIVITY

Watching David Crystal, David Crystal, OBE, FBA, FLSW (born 6 July 1941) a British linguist, academic and author, talk on technology influencing the English language:

http://www.youtube.com/watch?v=qVqcoB798Is

or on texting:

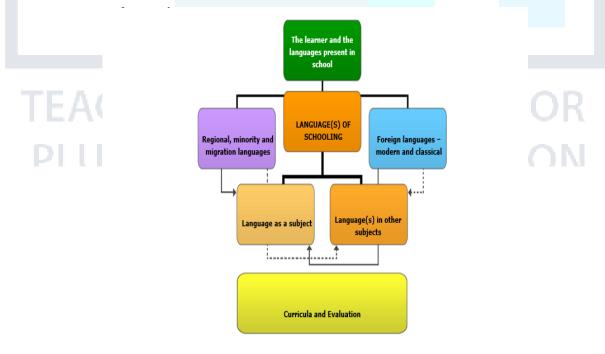http://www.youtube.com/watch?v=h79V_qUp91M

Alternatively, look through the copy of an article from *The Guardian* on texting:

http://www.theguardian.com/books/2008/jul/05/saturdayreviewsfeatres.guardianreview

In the sources above David Crystal highlights the social changes that require us to use different repertoires of the same language.

Discuss with participants what repertoires of a foreign language do they use and what repertoires their school children use.

Review plurilingual language chart from Module 1 and review the possible language repertoires that are present in the chart. Usually this interest would be associated with CLIL methods - Content learning through languages. In discussing linguistic repertoires, means of speaking (e.g. mathematical symbols, physical activities) and language styles present in the scheme the teachers are encouraged to make a reverse move from the focus on content teaching to the focus of speaking expression.

Picture 1. Source: *the Council of Europe Education and Languages, Language Policy site (http://www.coe.int/t/dg4/linguistic/langeduc/le_platformintro_EN.asp)*

Make a list of suggested language repertoires on the board, screen or paper.

Step 2 (Pre-service/in-service)

ACTIVITY. CULTURAL SITUATION AT SCHOOLS REVIEW

1. Remind participants that linguistic styles may form in a school environment and outside it.

Ask participants to draw **learning roads** of language styles that teachers mastered outside schools, on their own, e.g. texting, email writing, completion of project documents etc.

Discuss in pairs or small groups of **linguistic encounters** that everyone has while learning a few words or phrases in a different language, e.g. *Ciao, C'est la vie.* List the samples and the reasons why and how the bits of languages were learned.

Ask participants to make lists of **embedded language** as for example using English term for computer in another language (*Internet*) e.g.

These examples show that we actually know more languages tan we think we do, we forget our language repertoires as we come out of practice. This also shows how we learn languages – even in not knowing that we learn bits of languages, even when we focus our attention on other issues (learning chemistry, e.g.).

2. Ask participants to listen to some recordings of languages and make they try to recognize the languages spoken.

Use resources from http://www.everytongue.com/list1-on-line-recordings.htm

3. Explain that Jan Blommaert & Ad Backus suggest classification of our language competences into 4 categories:

    a. The first level would be 'maximum' competence: oral as well as literacy skills distributed over a variety of genres, registers and styles, both productively (speaking and writing skills) and receptively (understanding oral and written messages), and in formal as well as informal social arenas. Recognize accents, hiphop styles etc.

    b. The second level would be 'partial' competence: there are very well developed skills, but they do not cover the broad span that characterized the first category, of genres, registers, styles, production and reception, and formal and informal social arenas.

    c. The next level is 'minimal competence': our subject can adequately produce and/or understand a limited number of messages from certain languages, confined to a very restricted range of genres and social domains: shopping routines, basic conversational routines and stock expressions.

    d. Finally, there is 'recognizing' competence. Languages in which we can recognize sounds and/or scripts.

Step 3 (Pre-service/in-service)

ACTIVITY. STUDY LESSONS FROM TC4PI PROJECT JOB SHADOWINGS. USE CULTURAL ACTIVITIES AND ADOPT THEM TO YOUR TEACHING SITUATION.

Step 4 (Pre-service/in-service)

ACTIVITY. INDIVIDUAL ASSIGNMENTS

In-service teachers are given homework to carry on reviewing language repertoires of their learners by reading extracts from subject books, letting them listen to different conversations in English and other languages etc.

Alternatively learners may draw their language learning roads, encounters etc.

Learners may show their competence of texting by playing with reading texting material listed here: http://www.webopedia.com/quick_ref/textmessageabbreviations.asp

Teachers are asked to open up the lesson plans (VLE platform uploaded activities). From the uploaded examples teachers are free to use activities or elements of activities to promote cultural or plurilingual projects presented by Job Shadowers with their Host Teachers.
The important accent of the activities is to make learners understand that they were learning languages n very different levels.

Teachers design a lesson and comment on their pre-activity awareness, knowledge and experience of approaching different cultures in the foreign language class (grey area); what practical observations they noticed in the lesson (green part) and what new extended knowledge/ awareness they record (orange part). Teachers also comment on how grey, green and orange parts interrelate in terms of expectations, plans and real teaching experience.

Pre-activity situation	Situation in- activity	Post-activity reflection

Grey part in the table is allotted to the awareness and knowledge that is available before teaching in class (Table 1).

Greenish part is the part that is actually planned and happens in class; it relates to what teachers bring from "grey" area to "green" practice.

Orange area is the area which allows teachers to extend their knowledge towards understanding of pedagogical implications in dealing with social values, e.g. otherness in a language class; also what personal advances in awareness, skills, knowledge one registers.

Pre-service teachers are given home tasks to choose and comment on 3 examples available in VLE of the activities that focus on helping students to bridge the otherness of a foreign language in school to other school languages and subjects.

Reading resources:

Jan Blommaert & Ad Backus 201. Repertoires revisited: 'Knowing language' in Superdiversity Tilburg University.

David Crystal on youtube:

1. http://www.youtube.com/watch?v=qVqcoB798Is

2. http://www.youtube.com/watch?v=h79V_qUp91M

2b or not 2b? in
http://www.theguardian.com/books/2008/jul/05/saturdayreviewsfeatres.guardianreview

Texting: http://www.webopedia.com/quick_ref/textmessageabbreviations.asp
Charades: http://www.fun-stuff-to-do.com/kids-charades.html
Language recordings: http://www.everytongue.com/list1-on-line-recordings.htm

TRAINING MODULE 5:

REFLECTION ON LANGUAGE

Time: 6 academic hours (ac. hrs) per module
Modes of presentation: 2 ac. hrs face-to-face teaching (alternatively could be online presentation)
4 ac. hrs individual assignment

Rationale
The essence of plurilingualism is individuals practicing languages. Language life,its character, life cycles really depend on human life. In *Ethnologue* project language life is a consequence of human life. Languages particularly gain momentum if they are practiced by growing generations, children extend the life of a language to their own children. "The last known speaker is past child bearing age" is a phrase that says that particular language is dying. But a language can become L2, "educational", "vigorous" by finding new learners and new applications, then it gets a second life again. Languages are associated with a diversity of human activities throughout life and history. When at school some children may not be using the same language as at home. The term of **Heritage language** has appeared to identify the special situation of the language which connects us mostly with our family life, experience of a small home world but is not used outside this narrow circle. Heritage language gives us historical depth, connects us to our relatives and leads us into learning other languages. Some also call this language **Mother language** and celebrate it universally on the **21 February**. Learning about language diversity in the global world and within local environment allows us to become more alert to the languages and prepare us for encountering new languages in different areas of our activities.

TARGET GROUP (in-service – pre-service teachers)

OBJECTIVES

Upon completion of this unit the in-service and pre-service teachers will be able:
-to speak about language use socially and individually;
-to see the diversity of different languages in the world and in the project partner countries;
-to apply different activities to make learners more sensitive to language usage, life and classification;
-to use knowledge of a language diversity and a language life for lesson planning;
-to design/prepare a lesson plan related to the topic of language diversity;
-to prepare activities related to the topic of language diversity;
-to reflect upon language life, families and classification in terms of strength, usage, comparison of language characteristics.

PROCEDURE

Step 1 (In-service/Pre-service)

ACTIVITY.THINKING ABOUT LANGUAGE DIVERSITY

For the start show the class Picture 1 (added). Ask what relation does this picture have to the language.

Picture one shows 5 cats saying 'meow' in different languages - a funny way of showing the diversity of languages among the same biological species.

Ask participants to identify the languages the cats are speaking. The languages are: Lithuanian, Polish, Spanish, Czech, Turkish – languages of the project.

Ask participants:

- Which languages can you speak?
- How many languages are spoken in your country?
- How many do you think are there in the world?
- How many languages in the world are "troubled"? What does that mean?*
- How many languages in the world are "dying"? What does that mean? **
- To which category: institutional, developing, vigorous, in trouble or dying do you think your native language belongs?

  * "troubled" languages are intergenerational transmission is in the process of being broken, but the child-bearing generation can still use the language. Since parents can still use the language, it is not too late to restore natural intergenerational transmission in the home. It is possible that revitalization efforts could achieve this by focusing on the motivations of parents http://www.ethnologue.com/endangered-languages

  **"dying" languages are language conditions when the child-bearing generation is no longer able to transmit the language to the next generation, since the only fluent users (if any remain) are above that age. Revitalization efforts would need to develop mechanisms outside the home in order to transmit the language http://www.ethnologue.com/endangered-languages

Participants give their guesses and then we consult with the information from the *Ethnologue* site http://www.ethnologue.com/world   Handout -Picture 2(added). The internet link offers to find out more and deeper answers to all questions – the material

can be adopted to the needs of the audience and the possibility to use screen and internet access for the audience to see the picture.

Some answers to questions:

- How many do you think are there in the world? ……….7,106………………………
- How many languages in the world are in trouble?.......... 1,519……………………...
- How many languages in the world are dying?............... 915…………………………

6. INTRODUCING ETHNOLOGUE

1. Since 1951, the *Ethnologue* has been an active research project involving hundreds of linguists and other researchers around the world. It is widely regarded to be the most comprehensive source of information of its kind.

2. Language vitality

Sociolinguists and linguistic anthropologists seek to identify trends in language use through the description of some direct measures of language vitality such as **changes in the number of speakers** or in **the use of the language in certain domains or functions.**

The following factors which may contribute to the assessment of language endangerment:

- The speaker population

- The number of those who connect their ethnic identity with the language (whether or not they speak the language)

- The stability of and trends in that population size

- Residency and migration patterns of speakers

- The use of second languages

- The use of the language by others as a second language

- Language attitudes within the community

- The age range of the speakers

- The domains of use of the language

- Official recognition of languages within the nation or region

- Means of transmission (whether children are learning the language at home or being taught the language in schools)

- Non-linguistic factors such as economic opportunity or the lack thereof

Useful information and further extension of the study of each country situation is found on the following sites. Print out handouts with country maps (where available), statuses and languages and distribute among participants. Ask participants to study material given and compare languages in the countries chosen for analysis; discuss comparisons in small groups and report to the whole class.

Material sources are taken from the following links:

http://www.ethnologue.com/country/LT (4 handouts added)

http://www.ethnologue.com/country/ES (4 handouts added)

http://www.ethnologue.com/country/PL (3 handouts added)

http://www.ethnologue.com/country/CZ (3 handouts added)

http://www.ethnologue.com/country/TR (3handouts added)

Ask participants:

- Did you know about these facts before?
- What facts about these languages did you know?
- What new facts about your own language and about other languages did you find out?
- How do you feel about languages who are in trouble?

The activity can be followed by a project: Adopt a language – a participant (pre-service/in-service) determines a language and tries to find out about its use, texts, possible language carriers, language status, level of endangerment

This activity can be offered for a class activity at school.

7. LANGUAGE CLASSIFICATION BY LINGUISTIC SIMILARITIES

Another language diversity classification may be done through different metaphors. Linguists often use trees, branches and leaves as metaphors to show how languages are connected among themselves. Show participants a picture of the language tree and ask to find the languages of the project partners on the tree: http://www.theguardian.com/education/gallery/2015/jan/23/a-language-family-tree-in-pictures#img-1 (Picture 3) added.

Ask participants to find branches and leaves of their languages.

Ask participants to draw a tree of the project partner languages studied before and introduce connections based on the study of *Ethnologue* data. The drawings may show very strange species but the connections are more important than resemblance to the actual trees.

Step 2 (In-service/Pre-service)

LANGUAGE DIVERSITY AT SCHOOL

1. Ask participants to come to groups and show them Picture 4 (added) to focus on the diversity of languages used at school.
2. Ask participants to work in groups and list all subject and foreign languages taught at school.
3. Ask groups to share their lists in class.
4. Ask participants to draw a tree or another metaphor for subject language diversity at school.

5. What possibilities for learning does this metaphor show (possibilities for **invigorating usage; using knowledge of language from one area in another, etc.)**
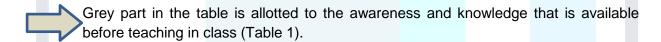
Step 3 (In-service/Pre-service)

ACTIVITY. STUDY LESSONS FROM TC4PI PROJECT JOB SHADOWINGS. USE CULTURAL ACTIVITIES AND ADOPT THEM TO YOUR TEACHING SITUATION.
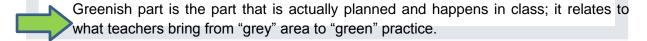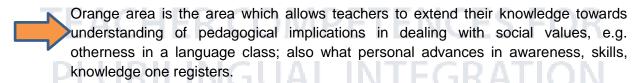
Step 4 (In-service/Pre-service)

ACTIVITY. INDIVIDUAL ASSIGNMENTS

Ask teachers to design a lesson and comment on their pre-activity awareness, knowledge and experience of approaching language knowledge use in their class (grey area); what practical *observations* they noticed in the lesson (green part) and what new extended knowledge/ awareness they record (orange part). Teachers also comment on how grey, green and orange parts interrelate in terms of expectations, plans and real teaching experience.

Pre-activity situation	Situation in- activity	Post-activity reflection

Grey part in the table is allotted to the awareness and knowledge that is available before teaching in class (Table 1).

Greenish part is the part that is actually planned and happens in class; it relates to what teachers bring from "grey" area to "green" practice.

Orange area is the area which allows teachers to extend their knowledge towards understanding of pedagogical implications in dealing with social values, e.g. otherness in a language class; also what personal advances in awareness, skills, knowledge one registers.

Pre-service teachers are given home tasks to choose and comment on 3 examples available in VLE of the activities that focus on helping students to bridge the otherness of a foreign language in school to other school languages and subjects.

Reading resources:

http://www.iep.utm.edu/knowlang/

http://www.coe.int/t/dg4/linguistic/cadre1_en.asp

|http://europass.cedefop.europa.eu

http://elp.ecml.at/ELP/browseportfolios/tabid/2370/language/en-GB/Default.aspx

Time: 6 academic hours (ac. hrs) per unit
Modes of presentation: 1,5 ac. hrs face-to-face teaching (alternatively could be online presentation)
4 ac. hrs individual assignment

Rationale

A bicycle turns round the corner – from the point of view of physics it is a complex of events and changing measures that can be counted, put forward as prognosis and, finally, tested by very complex formulae. However, the bicycle rider performs the turn even without all this knowledge.

Language speakers universally are claimed to have knowledge of the language and be able to speak, yet, this is an arguable statement. Very often people speak languages without being able to analyze them in metalanguage: morphological, syntactical and semantic terms. This knowledge of language is often more than and different from linguistic knowledge. To answer the question what is the difference – is beyond the scope of this module. The module attempts to activate teachers` awareness of the difference and encourage to be able to use as much as possible of the "tacit" knowledge of the language for their learners and to engage them more in acquiring linguistic knowledge of languages they know.

TARGET GROUP (in-service – pre-service teachers)

OBJECTIVES

Upon completion of this unit the in-service and pre-service teachers will be able:
-to focus on language learning specificity;
-to review language knowledge descriptor frameworks;
-to structure their teaching towards allowing learners use their language knowledge in language learning.

PROCEDURE

Step 1(In-service/Pre-service)

>   **ACTIVITY. CONSIDERING LANGUAGE KNOWLEDGE AND LINGUISTIC KNOWLEDGE IMPLICATIONS TO TEACHING LANGUAGES.**
>   Ask participants: What is language knowledge?
>   Possible answers could be knowledge of grammar rules, vocabulary, ability to understand, to speak, to respond in a particular language, etc.
>   Ask participants: How many languages do you know?
>   Ask participants: Which of the language knowledge characteristics is applicable to the languages they know?
>   Suggested answer:
>   Knowledge of some languages may contain all the above listed features: grammar; ability to speak, etc.; some languages may have only ability to understand; etc. If the

participants do not recognise this partial knowledge of the language encourage them to remember situations from their experience when they knew what was asked – new the meaning and were able to respond, but did not know grammar of parts of speech of a particular language.

Tell participants to revise their list of characteristics of language knowledge and give only one characteristic.

Ideally, the answer has to be the skill or ability – the characteristics of a language knowledge. However, the comparison of language knowledge and linguistic knowledge is a highly debatable question. More on the theoretical and philosophical approaches could be taken from here http://www.iep.utm.edu/knowlang/

We take the key characteristics of a language as ability or skill. The documents that support this approach and are in practical use are:

- Common European Framework of Reference for Languages: http://www.coe.int/t/dg4/linguistic/cadre1_en.asp
  The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a lifelong basis
- European Union and Council of Europe, 2004-2013 | http://europass.cedefop.europa.eu
  Its objective
  •to help citizens communicate their skills and qualifications effectively when looking for a job or training;
  •to help employers understand the skills and qualifications of the workforce;
  •to help education and training authorities define and communicate the content of curricula.
- European language portfolios http://elp.ecml.at/ELP/browseportfolios/tabid/2370/language/en-GB/Default.aspx
  What is the European Language Portfolio (ELP)?

  It is a document in which those who are learning or have learned one or more languages - whether at school or outside school - can record and reflect on their language learning and intercultural experiences.

  Its main aims are:
  •to help learners give shape and coherence to their experience of learning and using languages other than their first language
  •to motivate learners by acknowledging their efforts to extend and diversify their language skills at all levels

•to provide a record of the linguistic and cultural skills they have acquired (to be consulted, for example, when they are moving to a higher learning level or seeking employment at home or abroad)

In an ELP all competence is valued, whether it was gained inside or outside formal education.
In addition:
•The ELP is the property of the learner
•It is linked to the Common European Framework of Reference for Languages (users assess themselves in relation to the CEFR's proficiency levels).
•It conforms to a common set of Principles and Guidelines that have been approved by the Committee of Ministers to Member States concerning Modern Languages (see Recommendation N° R (98) 6).

Compare two portfolios for primary level of learners children aged 6-12 - Irish and UK. Ireland portfolio focuses on a specific target group: immigrants in their country.
http://elp.ecml.at/UsingtheELP/Examplesofportfolios/tabid/2747/language/en-GB/Default.aspx
http://elp.ecml.at/Portfolios/tabid/2370/Levels/bbb/PublicationID/-1/language/en-GB/Default.aspx
Portfolios are available in other project countries as well
Portfolios for target groups of young learners (6-12) in Czech, Polish, Spanish, Turkish languages. All available for download at
http://elp.ecml.at/ELP/browseportfolios/tabid/2370/language/en-GB/Default.aspx

Ask participants in groups to compare situations in which young learners are using languages; e.g. using Spanish portfolio for young learners' picture (Handout)

Ask participants in groups to write the language skills young learners use in different situations depicted in the picture.

Report to all class.

Ask participants what implications to teaching languages the situations have.

A possible answer is that we see language learning as creating situations, within a situation a learner may predict language exchange and extend one's language knowledge onto a new language. For the teacher this may imply that a learner may want to construct the situation first in the language one knows and then identify the functions or sentences or words in a new language.

Step 2 (In-service/Pre-service)

1. Ask participants to draw a language passport of the whole class.

Ask participants to give this language use situation tree to their pupils to complete.

If there are situations that your pupils do not know where to put on the tree the picture may be extended by adding the graphic s of this situation.

Review the general tree of language in class.

Each individual portfolio picture like this should be kept either in class (to add to the forests of language trees) or the pupils may carry it along in their workbooks and review

their individual language knowledge within a given situation or topic before or after the topic is taken in accord with the teaching syllabus.

2. Ask participants in groups to suggest review activities. Present them to class.

Step 3 (In-service/Pre-service)

ACTIVITY. STUDY LESSONS FROM TC4PI PROJECT JOB SHADOWINGS. USE CULTURAL ACTIVITIES AND ADOPT THEM TO YOUR TEACHING SITUATION
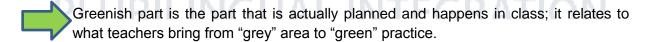
Step 4 (In-service/Pre-service)

ACTIVITY. INDIVIDUAL ASSIGNMENTS

Ask teachers to design a lesson and comment on their pre-activity awareness, knowledge and experience of approaching language knowledge use in their class (grey area); what practical observations they noticed in the lesson (green part) and what new extended knowledge/ awareness they record (orange part). Teachers also comment on how grey, green and orange parts interrelate in terms of expectations, plans and real teaching experience.

Pre-activity situation	Situation in- activity	Post-activity reflection

Grey part in the table is allotted to the awareness and knowledge that is available before teaching in class (Table 1

Greenish part is the part that is actually planned and happens in class; it relates to what teachers bring from "grey" area to "green" practice.

Orange area is the area which allows teachers to extend their knowledge towards understanding of pedagogical implications in dealing with social values, e.g. otherness in a language class; also what personal advances in awareness, skills, knowledge one registers.

Pre-service teachers are given home tasks to choose and   comment on 3 examples available in VLE of the activities that focus on helping students to bridge the otherness of a foreign language in school to other school languages and subjects.

Reading resources:

http://www.iep.utm.edu/knowlang/

http://www.coe.int/t/dg4/linguistic/cadre1_en.asp

|http://europass.cedefop.europa.eu

http://elp.ecml.at/ELP/browseportfolios/tabid/2370/language/en-GB/Default.aspx

TRAINING MODULE 7:

INTERACTION WITH PEOPLE BELONGING TO OTHER SOCIAL GROUPS

Time: 6 academic hours (ac.hrs) per unit
Modes of presentation: 1,5 ac.hrs face-to-face teaching (alternatively could be online presentation)
4 ac.hrs individual assignment

Rationale
Diversity is a reality of modern life. People live, travel, make friends with people who come from very different backgrounds and have different interests in life. Modern social research says that community is not holding tight because of the diversity it encounters. The strength of the community is to find some points of sharing interest and expression of those interests. Languages also unify people into groups who share common understanding and vision of the world. Learning to open up to the social group, training your skills in finding out about the common features we may share helps to strengthen community. The stronger class community the easier it is to negotiate common goals, learning objectives, sharing of knowledge etc.

TARGET GROUP (in-service – pre-service teachers)

OBJECTIVES

Upon completion of this unit the in-service and pre-service teachers will be able:
-to make participants aware of the presence of diversity in everyday life
-to focus on the ways diversity can be coped with in everyday situations
-to transfer diversity managing to class
-to practice in building learners community

PROCEDURE

ACTIVITY. SOCIAL GROUPS IN YOUR ENVIRONMENT

Start with the 4 harmonious friends´ picture. Ask participants what do they see and what is the meaning of the picture (Picture).

A folktale in Bhutan, "The Four Harmonious Friends," is a perfect inspiration for cooperation to achieve common goals. Bird plants a seed; Rabbit waters it; Monkey fertilizes it. Elephant protects the sprouting tree. Standing on top of each other, the friends reach and share the tree's fruit.

Ask participants to give examples of a similar cooperation from their folk resources. Share those examples in the group.

Do these folk tale samples remind participants of any similar situations in their lives?

Ask participants if they have any experience of diverse social interaction and how they dealt with it.

Ask participants to share their team building experience – activities they may have experienced in their study life, different seminars, summer camps etc.

Ask participants to play a game: Rings A Bell from

http://www.innovativeteambuilding.co.uk/activity/rings-a-bell/

Ask participants what do they think of their team – what really mattered in performing the task; what was of no importance. How diverse were the ring choices?

Show alternative activities of your choice from the following resources:

http://www.innovativeteambuilding.co.uk/free-team-building-activities/

http://www.wilderdom.com/games/InitiativeGames.html

https://www.youtube.com/watch?v=93yqu-1Zb10

https://www.youtube.com/watch?v=SrchX8vjB6M

https://www.youtube.com/watch?v=eajjqotwsF4

Alternative project: at this stage in modules of TC4PI project a film watching project might be an alternative for participants.

Watch "Spanglish"   https://www.youtube.com/watch?v=4eXCHBF51Gs

Review the moments of language encounters and record those moments in your notes. Please comment on what cultural and language interpretations are missed in the moments present at this film. Are they missed because the daughter is too young or deliberately avoiding of understanding of ethnic, social and cultural implications she faces in the situations shown in the film.

After watching the film the participants discuss above questions in groups or pairs.

Participants are given role cards and they attempt dramatization focusing on three important moments: giving money to compensate the incident, bargaining, and learning the pronunciation of the maid's name (Flor).

Participants analyse how they felt and what issues were touched upon in their attempts and in the film.

Step 2/3 (In-service/Pre-service)

ACTIVITY. STUDY LESSONS FROM TC4PI PROJECT JOB SHADOWINGS. USE CULTURAL ACTIVITIES AND ADOPT THEM TO YOUR TEACHING SITUATION

Step 4 (In-service/Pre-service)

ACTIVITY. INDIVIDUAL ASSIGNMENTS

Ask teachers to design a lesson and comment on their pre-activity awareness, knowledge and experience of approaching language knowledge use in their class (grey area); what practical observations they noticed in the lesson (green part) and what new extended knowledge/ awareness they record (orange part). Teachers also comment on how grey, green and orange parts interrelate in terms of expectations, plans and real teaching experience.

| Pre-activity situation | Situation in- activity | Post-activity reflection |

Grey part in the table is allotted to the awareness and knowledge that is available before teaching in class (Table 1).

Greenish part is the part that is actually planned and happens in class; it relates to what teachers bring from "grey" area to "green" practice.

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Pre-service teachers are given home tasks to choose and comment on 3 examples available in VLE of the activities that focus on helping students to bridge the otherness of a foreign language in school to other school languages and subjects.

Reading resources:

Schmid, K. Hewstone, M., Al Ramiahl, A. Neighborhood Diversity and Social Identity Complexity

Implications for Intergroup Relations.[1]*University of Oxford, Oxford, UK* Social Psychological and Personality Science **March 2013** vol. 4 no. 2 **135-142.**

Diversity, social interaction and solidarity.
http://www.mpg.de/19440/Diversity_interaction_solidarity

http://www.innovativeteambuilding.co.uk/activity/rings-a-bell/

http://www.innovativeteambuilding.co.uk/free-team-building-activities/

http://www.wilderdom.com/games/InitiativeGames.html

https://www.youtube.com/watch?v=93yqu-1Zb10

https://www.youtube.com/watch?v=SrchX8vjB6M

https://www.youtube.com/watch?v=eajjqotwsF4

Film:https://www.youtube.com/watch?v=4eXCHBF51Gs

TRAINING MODULE 8:

COMMUNICATION SKILLS FREE OF PREJUDICES AND STEREOTYPES

Time: 6 academic hours (ac. hrs) per unit
Modes of presentation: 1,5 ac. hrs face-to-face teaching (alternatively could be online presentation)
4 ac. hrs individual assignment

Rationale

Stereotypes are biased beliefs about large groups of people. They are different from generalization about groups of people in that generalization usually has a finite number of people and is based on observable features. Stereotypes may be associated mostly with gender and race discriminations but they appear in broader contexts as well. Stereotypes and stereotyping is part and parcel of our daily life. Stereotypes hide from us a possibility to see the true meanings behind them.

People use subtle stereotyping by passing surprise exclamations "Do you really understand Lithuanian/Polish/Czech/Turkish/Spanish etc.?" The statements may be interpreted as your personal incapacity of learning any of the languages or , on the contrary, as the attitude to languages that are either not generally studied or not regarded worth of studying.

Research has proven that when adults and teachers in particular possess stereotypical attitudes this affects their pupils. Therefore it is important to make teachers and pupils aware of the situations which come as part of culture and language studies.

TARGET GROUP (in-service – pre-service teachers)

OBJECTIVES

Upon completion of this unit the in-service and pre-service teachers will be able:
-to become more alert to stereotypic attitudes;
-to connect stereotype based attitudes to language learning attitudes;
-to structure language teaching avoiding enhancement of stereotypical attitudes.

PROCEDURE

Step 1(In-service/Pre-service)

1. ACTIVITY. MEASURING STEREOTYPE LEVELS IN GROUPS

1. Play the song *Short People* by Randy Newman
http://breakingprejudice.org/multimedia/songs/appearance/short-people.html

Ask participants what stereotypes are criticised in the song. Ask the participants of how do they feel about stereotypes. What stereotypes do they know? What stereotypes they encounter in real life most often?
Discuss answers in class.
2. Divide participants into 2 groups and prepare the groups for stereotype recognition activities.
Group 1 gets handouts of Facial expression, Proxemics and Body language. Ask the participants to work on tasks and discuss the outcomes in their group.

Group 2 gets handouts of Subtle prejudice (Comfort in social situations) handout and Comfort in social situations teacher`s notes (TN) for discussion. Ask the participants to work on tasks and discuss the outcomes in their group.

The trainer has TN – to comment on NONVERBAL COMMUNICATION and on SUBTLE PREJUDICE TN issues:
When the groups are finished with tasks ask them to report their activity content and discussion outcomes to the whole class.

3. When participants are finished with discussion ask them to identify instance sof stereotypical thinking in their environment and share with the whole group

Step 2 (In-service/Pre-service)

Ask participants to introduce the stereotype issue in class by using the lyrics and song *Short People* by Randy Newman
http://breakingprejudice.org/multimedia/songs/appearance/short-people.html

Introduce discussion about appearance stereotype in class, ask if they feel such stereotypes are present in their environment.

Suggest a lifeboat game (Handout added) and after playing the game review the process of how did the class make judgements about those 8 saved people.
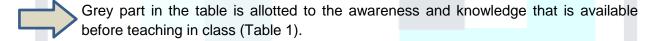
Step 3 (In-service/Pre-service)

1. ACTIVITY. STUDY LESSONS FROM TC4PI PROJECT JOB SHADOWINGS. USE CULTURAL ACTIVITIES AND ADOPT THEM TO YOUR TEACHING SITUATION.
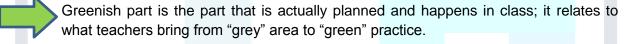
Step 4 (In-service/Pre-service)

1. ACTIVITY. INDIVIDUAL ASSIGNMENTS

Ask teachers to design a lesson and comment on their pre-activity awareness, knowledge and experience of approaching language knowledge use in their class (grey area); what practical observations they noticed in the lesson (green part) and what new extended knowledge/ awareness they record (orange part). Teachers also comment on how grey, green and orange parts interrelate in terms of expectations, plans and real teaching experience.

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Reading resources:
http://breakingprejudice.org/
http://www.sociology.org/care-bears-vs-transformers-gender-stereotypes-in-advertisements/
http://edition.cnn.com/2010/SHOWBIZ/Movies/06/28/toy.story.three.sexism.stereotypes.tf/
https://livehaz.wordpress.com/2011/04/24/stereotypes-in-toy-story-3/

GLOSSARY

Democratic citizenship: "is a right and indeed a responsibility to participate in the cultural, social and economic life and in public affairs of the community together with others" (Beacco et al., 2010)

Education for democratic citizenship: "language teaching may be linked to education for democratic citizenship. This involves designing language courses at once as a means of exercising such citizenship (i.e. Undertaking exchanges with European citizens using other linguistic varieties), and as education for acceptance linguistic and cultural differences" (Beacco and Byram, 2007).

Education for plurilingual awareness: "aims to organize educational activities as part of language teaching and beyond which lead to equal dignity being accorded to all the linguistic varieties in individual and group repertoires, whatever their status in the community" (Beacco and Byram, 2007)

Education for plurilingualism: "refers to plurilingual education, in which the purpose is to develop plurilingualism as a competence" (Beacco and Byram, 2007).

Intercultural awareness: "concerns understanding the Other´s culture in order to ensure communication and understanding, the purpose of creating intercultural competence is to manage relations between self and others" (Beacco and Byram, 2007).

Intercultural competence: "Helps individuals to understand cultural difference better, establish cognitive and affective links between past and future experiences on that difference, mediate between members of two (or more) social groups and their cultures, and question the assumptions of their own cultural group and milieu" (Beacco et al. 2010). "Is crucial in the development of mutual understanding of different groups, and is the role of intercultural mediators of all kinds, from travel guides, to teachers, to diplomats and so on" (Beacco and Byram, 2007).

Multilingualism: "the presence of different languages at the same time in a given geographical area, is distinct from a speaker's plurilingualism, as a repertoire of languages at his or her disposition" (Beacco and Byram, 2007).

Pluricultural education: "strictly connected to plurilingual education, refer specifically to activities, whether carried out as a form of teaching or otherwise, which aim to raise awareness and positive acceptance of cultural, religious and linguistic differences, and the capacity to interact and build relationships with others" (Beacco and Byram, 2007).

Pluriculturalism: "identification with two (or more) social groups and their cultures" (Beacco et al, 2010).

Pluriculturality: "desire and ability to identify with several cultures, and participate in them" (Beacco et al, 2010).

Plurilingual and intercultural competence: "the ability to mobilize –in a manner suited to the circumstances- the plural repertoire of linguistic and cultural resources, for purposes of communication, interacting with others, and also expanding the repertoire itself" (Beacco et al, 2010).

Plurilingual approach: "it centres on learners and on developing their individual plurilingual repertoire, and not on the specific languages they are supposed to acquire" (Beacco et al, 2010).

Plurilingual awareness: "has linguistic dimensions, both cognitive and affective; it therefore has the function of managing the cultural misunderstandings which may result from lack of linguistic understanding, lack of mutual knowledge or difficulties accepting other ways of behaving or doing things as a result of ethnocentric assessments" (Beacco and Byram, 2007).

Plurilingual competence: "is a unitary concept when seen in terms of it being the competence to manage plural language resources and capacities of the plurilingual repertoire, even though it has several components" (Beacco et al, 2010).

Plurilingual education: "refers to all activities, curricular or extra-curricular of whatever nature, which seek to enhance and develop language competence and speakers´ individual linguistic repertoires, from the earliest schooldays and throughout life" (Beacco and Byram, 2007).

Plurilingualism: "is the ability to master different languages to differing degrees, to use all the resources of these known languages in communication and to realize that all the languages in individual repertoires, one´s own and other people´s, are considered as being of equal value, each in its own role" (Beacco and Byram, 2007). "It is a competence that can be acquired; it is not necessarily a homogeneous repertoire; it is regarded as a changing repertoire; it is considered a repertoire of communicative resources that speakers use according to their own needs; it is regarded as a transversal competence extending to all the languages acquired or learnt; it is regarded as having a cultural aspect, thus forming plurilingual and pluricultural competence, as potential experience of several cultures" (Beacco and Byram, 2007).

TEACHER COMPETENCES FOR
PLURILINGUAL INTEGRATION

TC4PI FRAMEWORK DOCUMENT

TEACHER COMPETENCES FOR PLURILINGUAL INTEGRATION

TC4PI Framework Document is a publication product of a multilateral Comenius project Teacher Competences for Plurilingual Integration (TC4PI)

It contains helpful information and guidelines for European teachers interested in integrating different languages in school environment from a plurilingual and multicultural dimensions of education.