What? Module.
What do I have to know to develop plurilingual approaches in language teaching – course syllabus

Silvia Gilardoni

Maria Vittoria Lo Presti

Luisa Sartirana

Università Cattolica del Sacro Cuore

UNIVERSITÀ CATTOLICA del Sacro Cuore

OTPL
Osservatorio di terminologie
e politiche linguistiche

Milan Team - Università Cattolica del Sacro Cuore

— **Maria Teresa Zanola,** Full professor of French Language and Linguistics, Director of the UCSC Language Centre, President of the European Language Council

— **Professor Silvia Gilardoni,** Full Professor of Teaching of Modern Languages

— **Professor Federica Missaglia**, Full Professor of German Language and Linguistics

— **Silvia Calvi**, Research Fellow in French Language and Linguistics

— **Klara Dankova**, Research Fellow in French Language and Linguistics

— **Maria Vittoria Lo Presti**, Research Fellow in Teaching of Modern Languages

— **Luisa Sartirana**, Teacher trainer at UCSC Language Centre and coordinator of the UCSC Centre for Autonomous Learning

Content

1. Aim, content and structure of the *What? Module*

2. The course syllabus:

- Section A - Multilingualism and language policy in HE

- Section B - Plurilingualism in language learning and teaching

1. Aim, content and structure of the module

What? Module

What do I have to know to develop plurilingual approaches in language teaching?

✓ highlight knowledge and competences of the HE language teachers in plurilingual teaching practices

✓ enhance metacognitive awareness
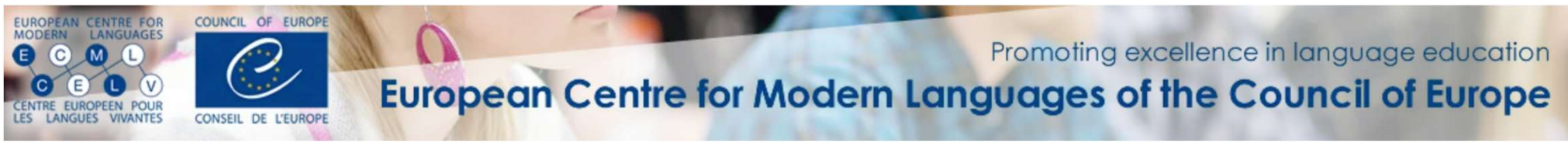
✓ share the added value of plurilingual approaches in HE

→ a formalised knowledge repertoire for language teachers in HE

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Promoting excellence in language education

European Centre for Modern Languages of the Council of Europe

The HE context

the concept of *plurilingual approaches* in HE

integration of different languages and cultures into teaching activities
and curricular planning

AICLU
ASSOCIAZIONE ITALIANA
CENTRI LINGUISTICI UNIVERSITARI

UNIVERSITÀ CATTOLICA
del Sacro Cuore

Servizio Linguistico di Ateneo
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**Approcci integrati plurilingui all'Università:
metodi, formazione, esperienze**

Key concepts

— Language Policy (LP) in Higher Education (HELP)

— Multilingualism in HE and internationalisation

— Multilingualism related to knowledge transfer and knowledge creation

— …

— Plurilingual repertoire

— Plurilingual and pluricultural competence

— Plurilingual and pluricultural approach in language learning and teaching

— …

Course sylllabus of the What? module

Part 1 – Multilingualism and Language Policy in Higher Education

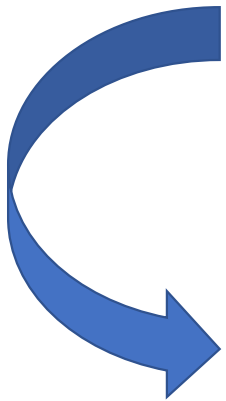**Part 2** – Multilingualism in the Higher Education context

Part 3 – Plurilingualism and language learning: plurilingual competence in Higher Education

Part 4 – Strategies for plurilingual teaching and learning

Self-monitoring grid

- Section A - Multilingualism and language policy in HE

- Section B - Plurilingualism in language learning and teaching

multilingualism and *plurilingualism*

2. The course syllabus:
Section A - Multilingualism and language policy in HE

What is Language Policy?

LP designates any form of decision regarding the use of one or more languages and the choice of the linguistic features within one single language

— at the **micro level**, each individual adopts their own LP in the private context;

— at the **meso level**, LP interventions are implemented by organisations of different nature, among which educational institutions;

— at the **macro level** LP decisions are taken by social actors, such as States, governments or other super-national organisations.

Multilingualism and language policy in HE

The three components of LP

— Language practices

— Language beliefs and ideology

— Language management and planning

Explicit decisions regarding the use of one or more languages in a specific **context** fall within language management

LP management and planning initiatives can change language practices but can be influenced by practices, beliefs and ideologies as well as different contexts

LP at the super-national level: the example of the EU

The content of educational systems and the language policy of the individual Member States remain their sole responsibility

Language Policy in Higher Education (HELP)

Language Policy in HE varies according to the context (different countries or different settings in the same country)

It is a constitutive element of any HE development strategy

It works as a

— facilitator in the internationalisation of HE

— locus where linguistic diversity is managed

— set of rules about multilingualism in scientific communication and research

Language Policy in Higher Education – management and planning

Which language(s) should be taught and assessed?

—skills/levels/purposes: LSP, (general) academic purposes...

—budgetary and practical constraints

—assessment considerations

Language Policy in Higher Education – management and planning

Why/How?
- —as subjects/contents
- —as language of instruction

Which language(s) should be used for
- —research
- —publications
- —dissemination of knowledge
- —staff communication and public spaces

Language Policy in Higher Education

1. Beliefs and ideology

The use of specific language(s) determines/is determined by the cultural identity of the HE institution

The choice of language(s) depends on the perceived relevance of language itself for:

— students' curriculum and career

— further study

— research and publication

Language Policy in Higher Education

2.   Language practices

Gap between explicit and implicit language policy: are there different practices among

— the students' population

— faculty and researchers

— staff in general

A 'paradigm shift' in Higher Education – facts and challenges

— mobility and internationalisation of students

— 'internationalisation at home' initiatives

→ increased diversification of students' background and culture: different teaching and assessment practices

— globalisation of research activities

— multilingual and multidisciplinary research approaches

→ access to all without compromising academic relevance for an inclusive knowledge dissemination and knowledge production

— language beliefs and practices of staff

→ variety of governance and service structures

Language Policy in Higher Education – from monolingualism to multilingualism

HELP should

— encourage diversity and inclusion, promote intercultural competence

— plan and organise teaching and assessment activities for a plurilingual population

— reflect on the language(s) for research, publication and dissemination on knowledge

Language Policy in Higher Education – from monolingualism to multilingualism

Multilingualism in HE becomes fundamental for:

— knowledge transfer and knowledge creation, respecting different scientific traditions and practices

— access to knowledge in several cultures and approaches

— the promotion of equity

2. The course syllabus:
Section B - Plurilingualism in language learning and teaching

Key concepts:

— Plurilingual and pluricultural competence

— Plurilingual repertoire

— Plurilingual and pluricultural approaches in HE

Plurilingual and pluricultural competence

— capacity to communicate and interact at **different levels** in **several languages**

— **dynamic** competence

— built up over the course of the individual's life

APATCHE

Adding Plurilingual Approaches to language Teacher Competences in Higher Education

Plurilingual and pluricultural competence

— set of languages and languages varieties a person knows

— highly rich and **heterogeneous**

— not fixed

Plurilingual and pluricultural approaches in HE

— take advantage of learners' metalinguistic awareness and of their plurilingual experiences

— integrate **different languages** and **cultures**

— **linguistic diversity** of learners as an asset

Strategies for plurilingual teaching and learning

Plurilingual approaches in Higher Education:

— Inter- and cross-linguistic comparative approaches

— Integrated approaches

— Language alternation and translanguaging

— Receptive intercomprehension

— Cross-linguistic mediation

APATCHE

Adding Plurilingual Approaches to language Teacher Competences in Higher Education

Inter- and cross-linguistic comparative approaches

— observe reciprocal influence among languages

— underline and identify similarities and differences among languages

— promote metacognitive reflection

Integrated approaches

— use one language to access another language

— use of a foreign language for the transmission of non-linguistic content

— build bridges between languages and cultures

— use more than one language in the transmission of knowledge

Language alternation and translanguaging

— shift from one linguistic code to another

— help students who cannot express themselves in one language

— exploit the whole language repertoire of the learners in a flexible and integrated way

Receptive intercomprehension

— relationship among languages

— people who speak different but related languages can understand each other

— plurilingual students aware of the useful strategies to develop receptive intercomprehension

Cross-linguistic mediation

— construct meanings from one language to another using different languages

— the learner as a social agent

— the learner becomes a mediator in a multilingual situation

Thank you for your attention!

silvia.gilardoni@unicatt.it

mariavittoria.lopresti1@unicatt.it

luisa.sartirana@unicatt.it