

THE INTEGRATED PLURILINGUAL APPROACH (IPA): A CASE STUDY IN BARCELONA

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RESEARCH
QUESTIONS:
CEFR & IPA

1. Can effective learning material be designed to foster the students' Plurilingual and Pluricultural (PL/PC) competence based on the CEFR descriptors?
2. Are the CEFR descriptors useful to foster an Integrated Plurilingual Approach (IPA) to language learning?
3. Do the CEFR descriptors help make the students' PL/PC competence visible for:
 - syllabus design and
 - assessment?

CEFR / IPA CASE STUDIES: PARTICIPANTS AND CONTEXT

Teacher	No. groups	Primary Schools	Approximate CEFR level	Secondary Schools	Approximate CEFR level
T1	2	4 th Primary	A2	Secondary	B1+
T2	2	4 th Primary 6 th Primary	A1		
			A2		
T3	1			Secondary	A2/B1+
3 teachers	5 groups: 35 students	3 Primary: 20	A1-A2	2 Secondary: 15	A2-B1+

THE CASE STUDY:

Piloting new descriptor scales from a proposed extended version of the CEFR
illustrative descriptors

- **Additional language:** English.
- **Official languages in all schools:** Catalan and Spanish
- **Descriptors from different scales:** Plurilingual comprehension and Building on plurilingual repertoire.
- **Activity types:** Informal discussion, Conversation, Goal-oriented co-operation and Reading for information & argument.
- **Descriptors' function:** planning teaching/learning, teaching, identifying and assessing the students' plurilingual competence.
- Carried out **in classes** in November 2017.
- **Instruments: recordings** and **analysis** of the recordings through CEFR and IPA descriptors (grid), informal class **discussions** held afterwards, and Teachers' comments
- Unexpected descriptors added after the analysis: **sociocultural approach.**

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THE PLURILINGUAL TASK: PRIMARY AND SECONDARY

(Corcoll, Soler, Sugrañes 2017)

- **TASK:** Create a real-life communicative situation in which two or three students have to solve an issue. The situation should be sufficiently rich and well-planned so that they use all their linguistic resources (linguistic repertoire and non-verbal communication).
- **TASK DEVELOPMENT:** The text is given to each team, as well as a map of the zoo in Barcelona for Primary and of Paris for Secondary. They have to solve the task by explaining their thinking process aloud (in any language(s) that they choose).

Afterwards, they explain to another team the day that they have planned **in English** (the Additional Language, in our case).

PLURILINGUAL
SENSITIZING
ACTIVITY:
PRIMARY

- **You are going to the zoo and you want to see many animals and do many activities. You also need to have lunch and a drink. You have 10 euros each and a map.**

Bienvenus au zoo de Barcelone! Vous voulez voir beaucoup des animaux et vous amuser bien? Alors, il faut s'organiser parce qu'il y a beaucoup de choses à faire. On va visiter les animaux de la ferme. Elle est ouverte de 12.00 à 13.30. Ensuite, on va connaître les pingouins et on va leur donner à manger. Ils sont là de 11 a 13.30. Vous pouvez voire comment les éléphants font du sport le matin (de 10 à 12).

Es ist Zeit, aufhören zu essen. In der Cafeteria können wir ein Sandwich für 5 Euro, ein paar Kartoffeln für 3 Euro und eine Flasche Wasser für 2 Euro kaufen. Wir können auch Eis für 3 Euro bekommen. Wir bekommen die Löwen und Tiger zu sehen, wo sind sie?

PLURILINGUAL
SENSITIZING
ACTIVITY :
SECONDARY

You must organise a day in Paris. You have 20 euros each and a map. You do not have internet access on your phone or WIFI. From 9am to 7pm. It's Sunday

Willkommen in Paris!! Wir haben viele Freizeitaktivitäten für junge Leute!! Paris ist die Stadt der Liebe und der Kunst, Kultur und Gastronomie. Die Seine ist der Fluss, der die Stadt durchquert, und ist eines der Nervenzentren der Stadt. Bateau Bus ist ein Boot, das die Seine entlang fährt. Jedes Ticket kostet vier Euro. Vom Boot aus können Sie einige der Sehenswürdigkeiten von Paris wie den Eiffelturm genießen (wir empfehlen, mit dem Aufzug auf den Turm zu fahren; das kostet 25 €, aber die Aussicht ist unvergesslich; eine weitere Option ist, die 704 Treppenstufen hoch zu laufen; das würde eine halbe Stunde dauern, aber Sie würden dabei 20€ sparen) oder Notre Dame (der Eintritt kostet 3€; ab 18.00 Uhr ist es aber kostenlos). Wenn Sie Kunst mögen, können Sie auf den Berg von Montmartre steigen und die Werke der Künstler genießen, die dort ihre Werke ausstellen.

Cosa c'è di meglio che mangiare una baguette con brie (7euro) seduti sulla scalinata di Montmartre. Potrete anche mangiare un kebab (10 euro) vicino al quartiere Rouge. Il Museo del Louvre è una visita d'obbligo. L'entrata per i minori di 15 anni costa 18 euro, ma ci si può andare anche nel pomeriggio, dall'1 alle 6. L'entrata normale costa 25 euro. Il venerdì sera e la domenica pomeriggio si organizzano gruppi di pattinaggio per Parigi, per 25 euro. Se amate la cucina potete partecipare a un workshop vicino a Montparnasse; costa 15 euro, compresa la visita al mercato. Ed infine potete andare allo Stade France, a Saint Denis a vedere il campo di football del Paris Saint Germain, per 15 euro, o le Catacombe in Place Denfert, per 18 euro.

SOME
CONCLUSIONS:
THE ACTIVITIES

- **Effective** sensitising (NUUM) activities:
collaborative learning
- All final performance was carried out in English (AL)
- Motivating
- Active use of previous knowledge
- A real situation – a highly appreciated point
- Fruitful reflection sessions to foster student **agency**

SOME
CONCLUSIONS:
THE ACTIVITIES

- Debate around **language proximity**
- Adapt to students' **maturity**
- Positive feelings of **achievement**.
- Proficiency and age do not affect performance **regarding PL/PC competence**

NUUM:
SECONDARY
SCHOOL (VIDEO)
A REFLECTION



But, like, while we were reading, like, nobody like knows really good, like, or German or Italian

RESEARCH
QUESTIONS:
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2. Are the CEFR descriptors useful to foster an **Integrated Plurilingual Approach (IPA)** to language learning?

PLURLINGUAL AND PLURICULTURAL COMPETENCES (CEFR 2016)

PLURLINGUAL COMPREHENSION

A2 Can understand short, clearly written messages and instructions by piecing together what he/she understands from the versions in different languages.

A2 Can exploit easily identifiable vocabulary (e.g. international expressions, words with roots common to different languages – like ‘bank’ or ‘music’) in order to form a hypothesis as to the meaning of a text.

B1+ Can recognize similarities and contrasts between the way concepts are expressed in different languages, in order to distinguish between identical uses of the same word root and ‘false friends’.

B1+ Can exploit his/her knowledge of contrasting grammatical structures and functional expressions of languages in his/her plurilingual repertoire in order to support comprehension.

EXPLOITING PLURLINGUAL REPERTOIRE

A2 Can use words and phrases from different languages in his/her plurilingual repertoire to conduct a simple, practical transaction or information exchange.

SPOKEN TRANSLATION OF WRITTEN TEXT (Sight translation)

A2 Can use simple language to provide an approximate translation of very short texts on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the translation remains comprehensible.

B1 Can provide an approximate spoken translation of clear, well-structured informational texts on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.

B1+ Can translate straightforward, factual texts that are written in uncomplicated, standard language, although a tendency to adhere to both the structure and the formulations of the source text results in passages that may read awkwardly.

FACILITATING COLLABORATIVE INTERACTION WITH PEERS

B1 Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.

B1+ Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.

SOME
CONCLUSIONS:
AN IPA
APPROACH

- **T1.** *Students stated that their knowledge of English, Spanish and Catalan helped them to understand other languages, **looking for similarities and differences and recognising 'false friends'**.*
- **T2.** *What I found most striking was the fact that they seemed to be pleasantly **surprised at their own plurilingual and pluricultural competences**, despite the fact that they appear to use them on a daily basis.*

SOME
CONCLUSIONS:
AN IPA
APPROACH

- **T3. External influences** have always made them think that they should be thinking in the language of the class and **not mixing languages** (...) One particular student drew on his knowledge of Romanian (the language he uses at home with his parents) to understand certain aspects of the German text.

RESEARCH
QUESTIONS:
CEFR & IPA

3. Do the CEFR descriptors help make the students' PL/PC competence visible for **syllabus design** and **assessment**?

CONCLUSIONS: THE DESCRIPTORS

- Useful for planning, teaching, identifying and assessing the students' plurilingual competence:

T1. *The assessment criteria were very coherent/explicit and, as a result, the way to promote the plurilingual competence became clearer. The descriptors will be useful to plan further activities.*

CONCLUSIONS: THE DESCRIPTORS (I)

UNEXPECTED DESCRIPTORS ADDED DURING THE ANALYSIS

These are deemed necessary to design a syllabus that includes *both* **process** and **performance**:

- **Metacognitive** strategies
- **Social** and **affective** skills and strategies

CONCLUSIONS: THE DESCRIPTORS (II)

- *Mediating a text*: because **translation** and **paraphrasing** prevailed during the task
 - **Breaking down complicated information**
 - **Visually representing information**
 - **Linking to previous knowledge**
 - **Summarising**
- Third level descriptors from the IPA framework to gauge the *use of natural plurilingual practices*:
 - **Silent reading** previous to task
 - *Noticing* descriptors (i.e. *PL & PC awareness* or *connecting moments*)
 - **Increased self-confidence** for problem-solving
 - **Reflections**: difficulty, enjoyment, perceptions of progress and distributed learning

NUUM:
PRIMARY SCHOOL
(VIDEO)



CONCLUSIONS: THE TEACHERS

FOLLOW UP:

- **T1.** *I'll be **using** them for the **next** academic year (2018-19).*
- **T2.** *The experience will form part of a **curricular review** during the coming year.*
- **T3.** *I'll be proposing similar activities not just in the English classroom but for **all the language classes**.*

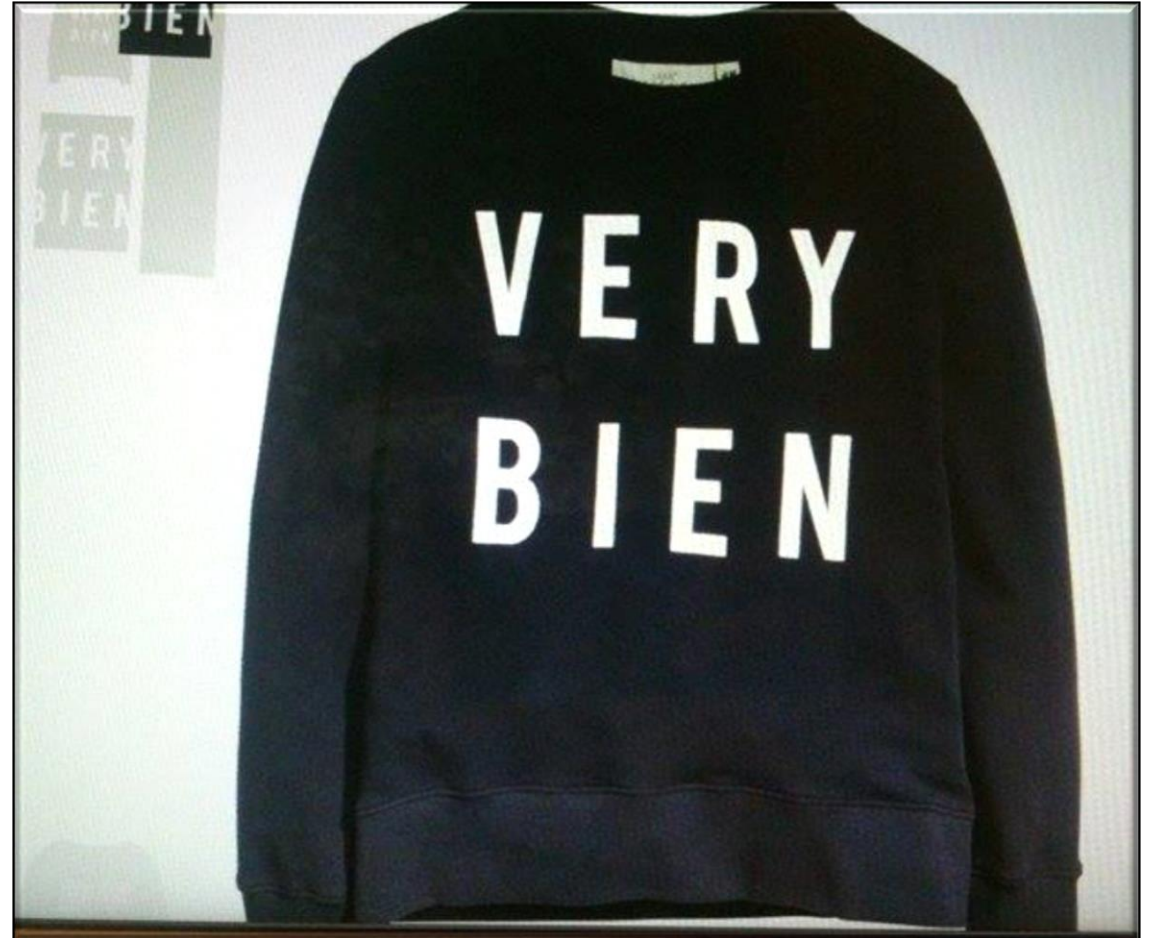
A red speech bubble graphic with a white outline, containing the text 'FURTHER RESEARCH'. The bubble has a tail pointing downwards and to the right.

FURTHER RESEARCH

- Can plurilingual and pluricultural competence descriptors be correlated / associated with CEFR language proficiency?
- Is PL/PC competence a **distinctive** skill of language learning that can be developed at **all** levels and ages?

■ **THANK-YOU!**

■ **MERCI!**



REFERENCES

- **PRIMARY:** *Collated representative samples of Descriptors of Language Competences Developed for Young Learners Aged 7 – 10 years.* (2016). Collated by: Tunde Szabo, Tim Goodier et al. Eurocentres. Preliminary Consultative Edition. Language Policy Unit.
- **SECONDARY:** *Collated Representative Samples of Language Competences Developed for Young Learners aged 11-15 years.* (2016). Collated by: Tunde Szabo, Tim Goodier et al. Preliminary consultative edition. Language Policy Unit.
- González Davies, Maria. (2018). "The Use of Translation in an Integrated Plurilingual Approach to Language Learning: Teacher Strategies and Good Practices", *Journal of Spanish Language Teaching*, (4)2, 124-135.

From EmPLUS to EIPLUS - NUUM (Primary)

01 NOTICING

S1: I thought the third text was in French but it is German.

S2: Can you read German?

S1: No, but some words... *wasser*, sounds like water... *Sandwich* like sandwich... so you use your imagination...

02 UNDERSTANDING

“we read these 2 texts in a language we didn't know but we understood some of the words like penguins, elephants, water, sandwich, cafe...”

[in English]

03 USING

S1. *Posem*: we will visit the farm at 11 o'clock. Then the penguins at (*aquí no hem posat...no... si..*). Bueno, comencem (*però no hem posat a quina hora...*) Primer we will visit the penguins at 11 o'clock. Then the elephants at 10 o'clock. (*Lavors hem de posar primer els pinguins... quin lio...*). First, we will visit the elephants at 10 o'clock and then the penguins 11 o'clock. For lunch we have sandwich. It costs 3 euros...

04 MONITORING

T. Oh, *Eis!* Eis. What can *Eis* be? What's it in English, ice? *Eis, Eis...*

S1. *Gel...* Ice-cream!

T. It could be ice-cream, no? Maybe this is it.

S1. *Doncs de postres...*

T. Yes, so you could have an ice-cream for 3E. What do you think?

S1. *Lavors ja ens els gastem tots.* [For dessert then. So, we've spent them all.]

[They write the text in English together. They read it.]

THE CASE STUDY: CEFR GUIDELINES

Small-scale Pilot Study –i.e. using the appropriate level(s) of one scale with one class. **STEPS:**

1. **Select** those **descriptors** that appear to be potentially useful additions to learning aims.
2. Think up an **activity** that will involve the points described in a cluster of several descriptors (or several such activities)
3. Carry out the activity with a class. During the activity, **focus on a couple of students**. Either during the activity or soon afterwards, consider the performance of those students you focused on, and judge whether they behaved as described in the descriptors, the extent to which the **descriptors captured their performance**
4. Decide which descriptors to propose as additions to **curriculum aims**.
5. Describe the experience briefly.