



Senatsverwaltung
für Bildung, Jugend
und Familie



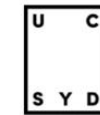
Pädagogische
Hochschule Weingarten



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TRAINING PROGRAMME

draft version

Gefördert durch



Erasmus+
Schulbildung

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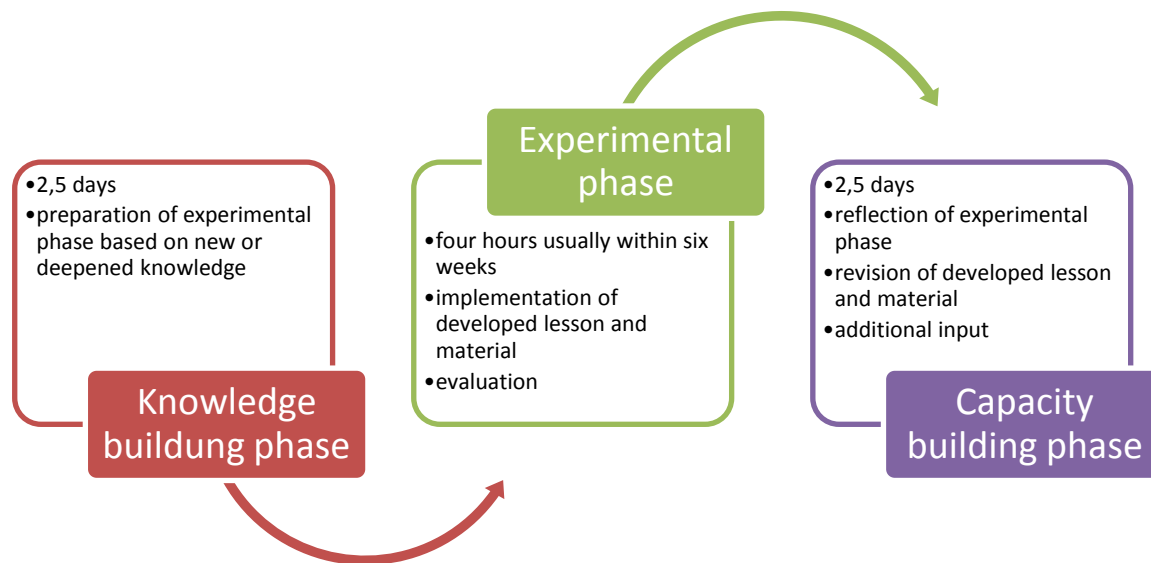
Objective

The LADECI Training Programme aims at offering a practice-oriented training for in-service teachers. It combines and interconnects language promotion and instruction with democratic citizenship education. The modular training programme addresses in-service teacher trainers in order to give them support for developing teacher trainings that take into account national and local contexts as well as the individual needs of the teachers, their students and their schools. Thus flexibility and additivity to various contexts and ways of doing school is one of its main advantages. The aim of the training is to change school practice in order to foster the students' chances in learning and in life in general, regardless of their different starting conditions. By this, it is a project focusing on inclusion in a wider sense.

Structure

The training programme is designed for an up to 40-hour in-service teacher training. There could be sessions that take one entire day or sessions that only take a few hours and may be held after school. They could take place outside the school or, ideally, inside it as part of the internal training scheme of a particular school. It basically depends on the specific background, needs and circumstances in each country or region that makes use of the training programme. Due to findings in modern didactical research it seems to be the better option to offer schools individual trainings. They can directly be applied to the didactical setting in the respective lessons and thus respond to the most urgent needs of teachers and students as well as all others involved in school life.

Regardless of where it takes place and how it is individually designed due to schools' needs, the training is divided into three phases: a knowledge building, an experimental and a capacity building phase (see figure below).



The participating in-service teachers ideally work in tandems. For the experimental phase they are expected to spend four hours on reflecting their practice and on preparing the second workshop. The knowledge building and the capacity building phase are designed as workshops. Each of these two workshop phases consists of up to 20 hours of training time carried out/conducted partly in class and partly as blended learning settings. One hour is defined as a 45-minute lecture or lesson (in the following called session) and 15-minute breaks. So the whole training consists of up to 40 sessions of 45 minutes each.

When designing the training programme, the idea of modularization was crucial. The structure has been chosen in order to give in-service teacher trainers the opportunity to either use the whole training programme or adapt those parts needed for their specific target group. Further instructions on how to adapt the training programme to specific requirements will be offered in the Training Manual (IO7). It also includes the possibility of self-organized learning. Sessions brought out in the latter way are nevertheless part of the calculation of overall sessions. That means self-organized learning parts are not designed for outsourcing work load. The maximum workload of the whole in-service teacher training has – as mentioned above – an amount of 40 sessions of 45 minutes plus four hours for reflection during the experimental phase.

The LADECI Training Programme contains a number of modules, always focusing on both, language acquisition and democratic citizenship education. Of course, some modules are more focusing on the first, others on the latter. But the connection of both dimensions, which can be seen as the core of the whole LADECI idea, is at the centre of all modules. The modules are not limited to the first workshop (knowledge building) but stretched over the whole time of the in-service teacher training, which means they are bridging the experimental phase.

The LADECI Training Programme is linked to *classroom material* (IO6), that can be given to and used by teachers, *teaching guidelines* (IO5) offering the in-service teachers advice on how to plan and conduct individual lessons in class later on and a *trainers manual* (IO7). The latter is designed as additional resource for teacher trainers, supporting them when planning a concrete LADECI teacher training.

Since this is the draft version of the Training Programme, which is under revision by now, we present one example module, the one on *Promoting Plurilingualism*.

MODULE 2: Promoting Plurilingualism

CORE		<ul style="list-style-type: none"> • <i>Using Activities to promote Plurilingualism as a powerful tool to investigate and assess students' linguistic background</i> • <i>Getting useful information about students' plurilingualism for a strategic didactic planning</i> 		
T1	Main Competency	Materials	Guidelines	Tips
Language portrayals	Leading the students to appreciate and to take advantage of their plurilingualism.	Papers; scissors; colors; pencils	The students portray their own body to explore and reflect upon body parts and their functions. After this step, students can understand how to associate their languages with one or more parts of the body and with colors. The success of this step depends on many factors and, probably, one of them is students' desire to share their feelings.	<p>For an optimal management of the activity, in relation to the time and the materials, we propose below some suggestions.</p> <p>During the activity, based on a democratic and a humanistic-affective approach, the teacher can dispose the students in a circle.</p> <p>In relation to the first step of the activity (see Guidelines of the session), to draw the silhouette of the body, it is possible to use supports of different nature and shape. In fact, the dimensions of the silhouette can be realistic or not; in the case of the realistic dimensions, the students can work in tandem: one stretches on a sheet large enough to cover the real dimensions of the body, the other follows the body lines and marks them on the sheet, the roles have to be inverted so both students will have their silhouette. Furthermore, the silhouette does not need to be cut out, especially if it is on a small scale.</p> <p>In relation to the 5th step (see Guidelines of the session) it is possible to use different types of colors: pencil, tempera, watercolors, etc.</p> <p>Is it possible to take advantage of this activity to focus on the lexicon of the body parts and/or the lexicon of the colors; the lexical focus can be in the target language and/or in the languages of the class.</p>
T2	Main Competency	Materials	Guidelines	Tips
Linguistic autobiography: the questionnaires	Leading the students to become aware of their language background in relation to various aspects of life	Papers; pens	The students reflect verbally on their language background and on their relationship between the languages they speak and factors such as different	<p>During the activity, in respect of a democratic and a humanistic-affective approach, the teacher can dispose the students in a circle.</p> <p>Teachers can choose to propose to their students different questionnaires depending on the objectives they want to achieve:</p> <ul style="list-style-type: none"> - Example1: Focus on the linguistic repertoire of the author and his family

			contexts of uses, feelings, attitudes (towards these languages) and so on.	<p>- Example 2: Focus on students' first encounters with literacy.</p> <p>Each student can answer to the questionnaire in one or more languages.</p> <p>In the phase of brainstorming teachers can vary the activities by using non-verbal stimuli: cartoons, pictures, picture books; short films, video either silent or with musical soundtrack</p> <p>Teachers can replace questionnaires with interviews; classroom assignments; personal narrations; diaries, memories.</p>
T3 Autobiography on travel	Main Competency	Materials	Guidelines	Tips
	To reflect on the relationship a person has with his/her own languages through various life experiences and different means of expression.	Planisphere; mute planisphere; papers; colors; pencils	<p>Students can deeply reflect upon one significant journey experience by retracing the course of the trip on a personal map and by recollecting the languages heard and used to communicate during the travel.</p> <p>It is highlighted a correlation between places and languages of the world.</p>	<p>During the activity, in respect of a democratic and a humanistic-affective approach, the teacher can dispose the students in a circle.</p> <p>Instead of a real map of the world it is possible to use a pc showing the image of the world.</p> <p>Teachers can choose to propose to their students different input relating to a travel topic, depending on the objectives they want to achieve:</p> <ul style="list-style-type: none"> - Example1: To think to the route he/she has taken to arrive in the current place of stay and mark it on the map - Example2: To think to the trajectory of the most significant journey. <p>Each student can use a different tool (pencils, colors etc.) to mark the route of the travel.</p> <p>Is it possible to take advantage of this activity to focus on the lexicon related to the world map: the names of the continents, oceans, countries, languages spoken in certain areas of the world etc.; the lexical focus can be in the target language and/or in the languages of the class.</p>
T4 Language cards for the students	Main Competency	Materials	Guidelines	Tips
	To use languages to create a democratic environment for the participation in class activities	Papers; colors; pencils	The students work together for the construction of cards with fixed formulas in the languages of the class (indications; requests; e.g. how is this said?)	<p>Teachers can be realize other cards relating to different topic:</p> <ul style="list-style-type: none"> - Example1: Cards for democratic participation in class activities (management of turn-taking) - Example2: Cards on interculturality - Example3: Cards on The language of emotions (anger; passion; love; shyness, etc.)

Guidelines

	Competencies	Guideline of the session	Additional Readings
Session 1 (ca. 45')	<ul style="list-style-type: none"> To approximate language use in context and to study language aspects those emerge only in natural speech To examine the emotional and physical relationship of the person with the languages he or she knows To define the efficiency of L2 didactics, eventually reshaping school language literacy acquisition programmes 	<p>Activity step by step:</p> <p>I° - 10 min. Individually. After giving a piece of paper and colours, the teacher asks students to draw their body and to cut it out</p> <p>II° - 5 min. Individually. The teacher asks students to write each language they know inside the silhouette, specifying they can associate one or more languages to one or more parts of the body</p> <p>III° - 5. min. Individually. Now, the teacher asks students to associate each language, inside the body, to a color, or to color each part of the body according to the language</p> <p>IV° – 10 min. Individually. After having drawn the language portrayals, students are asked to write short texts about their relationship with every language in order to illustrate the emotional relationship between languages and themselves</p> <p>V° – 15 min. In plenum. Finally, the students, one by one, are asked to share their experiences with their schoolmates</p>	<p>EPOSTL: https://www.ecml.at/tabid/277/PublicationID/16/Default.aspx</p> <p>CEFR: https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802fc0b1</p> <p>CARAP: https://carap.ecml.at/Documents/tabid/2668/Default.aspx</p> <p>Di Benedetto L., Salvato V., Tiranno C., <i>The Value of Languages In Linguistic Autobiography, Teaching Experience with Low-educated Unaccompanied Multilingual Minors</i>, in Sosinski M. (a cura di), "Alfabetización y aprendizaje de idiomas por adultos: investigación, política educativa y práctica docente", Universidad de Granada, Editorial Universidad de Granada, Granada, 2017</p> <p>Busch B., <i>Expanding the Notion of the Linguistic Repertoire: On the Concept of Spracherleben-The Lived Experience of Language</i>, in "Applied Linguistics Advance Access published July 23, 2015", 2015- Busch B., <i>Methodology in biographical approaches in applied linguistics</i>, in "Urban Language & Literacies", Working Papers 187, 2016</p>
Session 2 (ca. 45')	<ul style="list-style-type: none"> To examine the emotional and physical relationship of the person with the 	<p>Activity step by step:</p> <p>I° – 10 min. In plenum. The teacher does a brainstorming</p>	<p>POSTL: https://www.ecml.at/tabid/277/PublicationID/16/Default.aspx</p> <p>CEFR:</p>

	<p>languages he or she knows</p> <ul style="list-style-type: none"> • To know learners and their language background better • To test language skills of the students • To define the efficiency of L2 didactic, eventually reshaping school language policies and literacy acquisition programmes 	<p>regarding the languages the students know, the countries where they are spoken and the cultures these languages are related to.</p> <p>II° – 20 min. Individually. Each student has to write a text using the following questions as guidelines (File2)</p> <p>III° – 20 min. In plenum. Every student has to share his text with his schoolmates.</p>	<p>https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802fc0b1</p> <p>CARAP: https://carap.ecml.at/Documents/tabid/2668/Default.aspx?7</p> <p>Busch B., Jardine A., Tjoutuku A. <i>Language biographies for multilingual learning</i>, Cape Town: PRAESA, Cape Town, 2006</p> <p>- D'Agostino Mari, <i>Linguistic autobiography. A useful tool to understand linguistic present-day Italy</i>, in "Sociolinguistica dell'Italia contemporanea", Il Mulino, Bologna, 2012</p> <p>- Arcuri A., Paternostro G., Pinello V., <i>La scrittura autobiografica come strumento di riflessione</i>, in "Verso una didattica linguistica riflessiva", Scuola di Lingua italiana per Stranieri Università di Palermo, Palermo, 2014</p>
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<p>Session 3 (ca. 45')</p>	<ul style="list-style-type: none"> • To reflect upon life experiences and to share them paying attention to the relationship a person has with their own languages through various life experiences and different means of expression • Stimulating narrations in which places and languages are connected (geographical perspective) • To create an interconnection between different disciplines (history, geography, sociology, etc.) • To analyse and value the linguistic background of the students, to test their linguistic competence in TL and to plan specific didactic activities. 	<p>Activity step by step:</p> <p>I° – 10 min. In plenum. The teacher shows to the students a planisphere and proposes a recognition activity on the map (for example, related to the name of the continents, the oceans, the seas etc.; the identification of significant places; languages spoken in different countries etc.)</p> <p>II° – 2 min. In plenum. The teacher shows to the students a mute planisphere and delivers one copy of it to each person</p> <p>III° – 5 min. Individually. The teacher asks to every person to mark on the mute planisphere the route he/she has taken to visit the farthest place in which he/she has ever been</p> <p>IV° – 5 min. Individually. After having mark the route, the teacher asks to each student to write the name of the places and numbers the stages of the journey in the mute planisphere. To do this, each student can use the complete planisphere</p> <p>V° – 8 min. Individually. In correspondence of every step of the route, each student can write the languages he/she has spoken or heard in every country in which he/she has been. The teacher has to specify that for each step is possible to write more than one language. Moreover, each student has to write every languages is able to recognize</p> <p>VI° - 15 min. In plenum. The students, one by one, are asked to share their experiences with the schoolmates</p>	<p>EPOSTL https://www.ecml.at/tabid/277/PublicationID/16/Default.aspx</p> <p>CEFR https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802fc0b1</p> <p>CARAP https://carap.ecml.at/Documents/tabid/2668/Default.aspx</p> <p>Arcuri A., Paternostro G., Pinello V., <i>La scrittura autobiografica come strumento di riflessione</i>, in "Verso una didattica linguistica riflessiva", Scuola di Lingua italiana per Stranieri Università di Palermo, Palermo, 2014</p> <p>Busch B., <i>Expanding the Notion of the Linguistic Repertoire: On the Concept of Spracherleben-The Lived Experience of Language</i>, in "Applied Linguistics Advance Access published July 23, 2015", 2015</p> <p>Busch B., Jardine A., Tjoutuku A. <i>Language biographies for multilingual learning</i>, Cape Town: PRAESA, Cape Town, 2006</p> <p>Di Benedetto L., Salvato V., Tiranno C., <i>The Value of Languages In Linguistic Autobiography, Teaching Experience with Low-educated Unaccompanied Multilingual Minors</i>, in Sosinski M. (a cura di), "Alfabetización y aprendizaje de idiomas por adultos: investigación, política educativa y práctica docente", Universidad de Granada, Editorial Universidad de Granada, Granada, 2017</p>
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<p>Session 4 (ca. 45')</p>	<ul style="list-style-type: none"> • To use languages to create a democratic environment in the class, to giving the possibility to the speakers to express themselves in the language they feel closest to them • To use plurilingualism to promote cooperative learning (students become resources among themselves). 	<p>Activity step by step:</p> <p>I° - 10 min. In plenum. The teacher does a brainstorming on the main fixed formulas useful in a class (indications; requests; e.g. <i>What is the meaning of...?</i>). The students make a list of them with the teacher</p> <p>II° - 5 min. In plenum. The teacher identifies with the students the main languages spoken in the class. Students wrote them in the blackboard</p> <p>II° - 20 min. In groups. The teacher divides the class in small groups (3-4 students); each group is composed by students able to speak different languages. The teacher asks to each group to choose one formula; then each group will translate it in all the languages spoken in the class. All the students can ask for help to other students if they don't know well or if they don't know at all some languages</p> <p>III° – 10 min. In plenum. Each group will show his work to the other group.</p>	<p>CARAP https://carap.ecml.at/Documents/tabid/2668/Default.aspx</p> <p>CEFR https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802fc0b1</p> <p>EPOSTL https://www.ecml.at/tabid/277/PublicationID/16/Default.aspx</p>
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Materials to the sessions

Session 1: Language portrayals

File 1: The teacher asks students to do the following tasks:

I°- *Draw your body and cut it out* (10 min) – Individually

II°- *Write each language you know inside the silhouette: you can associate one or more languages to one or more parts of the body* (5 min) – Individually

III°- *Associate each language, inside the body, to a color* (or color each part of the body) (5 min) – Individually

IV°- *Write a short text answering to these questions: Why did you associate every language to a specific part of the body? Why did you choose these colors?* (10 min) – Individually

V°- *Now share your experiences with your schoolmates* (15 min) – In plenum

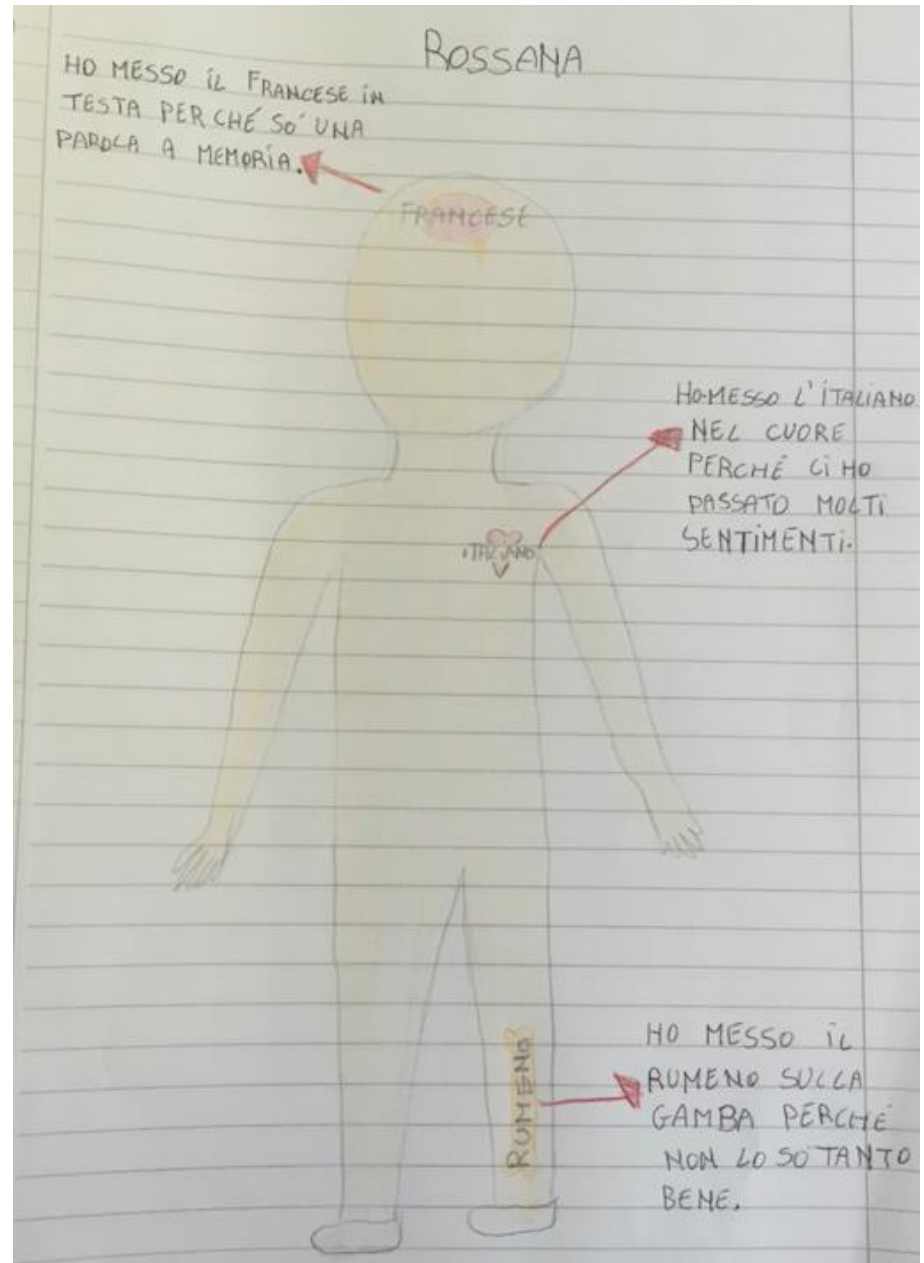
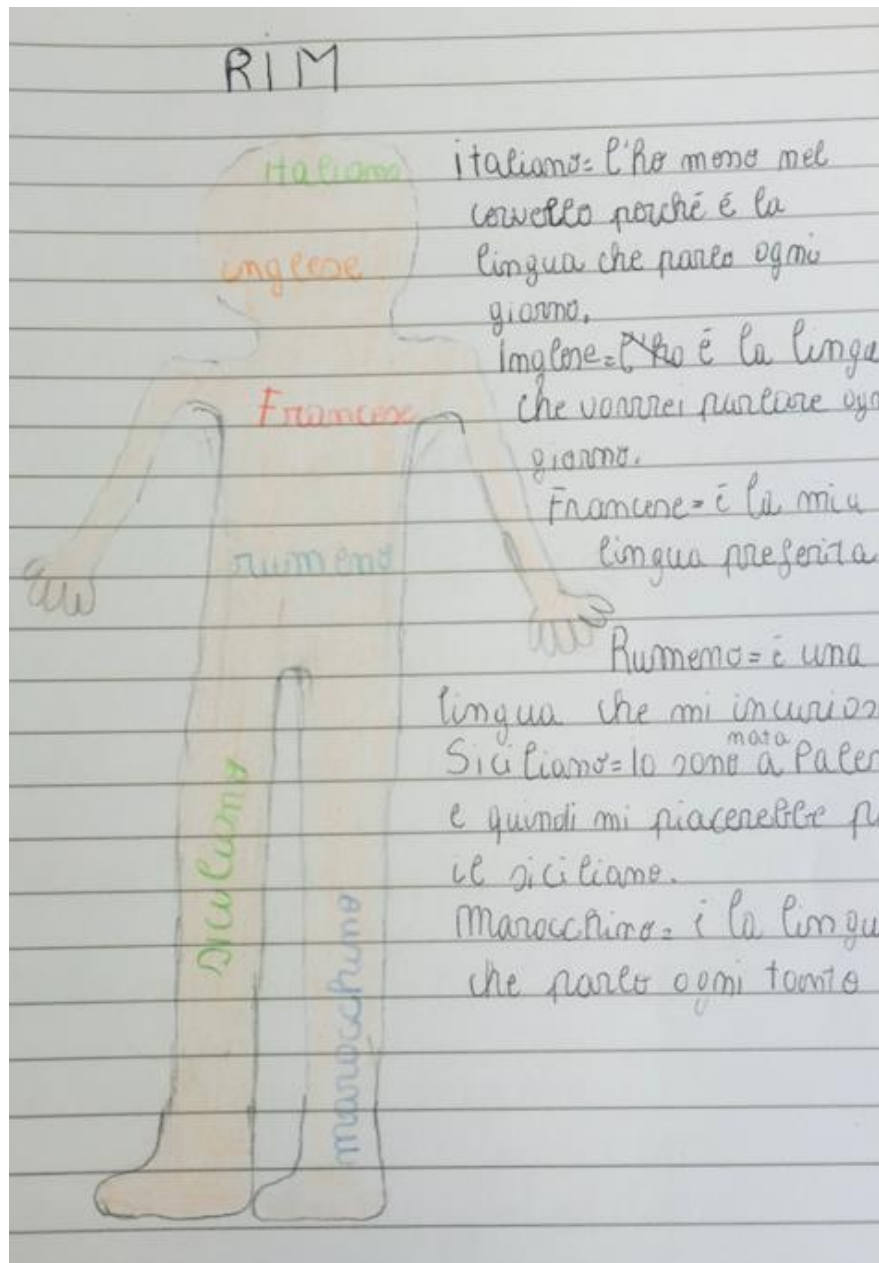
File 2: Pictures with examples of the activity











Session 2: Linguistic autobiography: the questionnaires

File 1: The teacher asks students to do the following tasks:

I° - *How many languages do you know? Where are they spoken? What about the culture related to them?* (10 min) - In plenum

II° - *Write a text answering to the following questions.* (20 min) – Individually

III° - *Now share your text with your schoolmates.* (20 min) – In plenum

File 2: QUESTIONNAIRE.

1. *Which languages do you understand, speak, read and write?*
2. *How did you learn these languages? (When, from whom?)*
3. *What do you think are the factors that help one to learn/keep one from learning a second language?*
4. *When do you use a particular language? (Whit whom, activities, reading, TV?)*
5. *How do you feel about the language you speak? What is your attitude towards these languages? What is the value you place on these languages?*
6. *How have your languages impacted on your life? (Memories, anecdotes?)*
7. *Do you have any intention of learning any additional languages? If yes, why? How do you intent going about doing this?*

Session 3: Autobiography on travel

File 1: The teacher asks students to do the following tasks:

I° – Showing a planisphere: *What is this?* Showing the continents, the oceans, the seas etc.: *What are these? What about the names? Which languages people use to speak in these places?* (10 min.) – In plenum

II° – Showing a mute planisphere and delivering a copy of it to each student: *This is a planisphere as well, but, as you can see, there are not names.*

(2 min.) – In plenum

III° – *Mark on yours mute planisphere the rout you have taken to visit the farthest place in which you have ever been. To do this you can use colours or pencils. Moreover, you can help yourself by using the complete planisphere, in order to recognize the position of every significant place for your route.* (5 min.) –

Individually

IV° – *Now write the name of each place you have crossed during the path and number the steps of the journey going on from the starting point to the last one.*

Again, to do this you can help yourself by using the complete planisphere, in order to recognize the proper name of every significant place for your route. (5

min.) – Individually

V° – *In correspondence of each step of the route, write the languages you have spoken or heard. You have to write not only the languages you are able to speak, read and write but also the languages you are just able to recognize.* (8 min.) – Individually

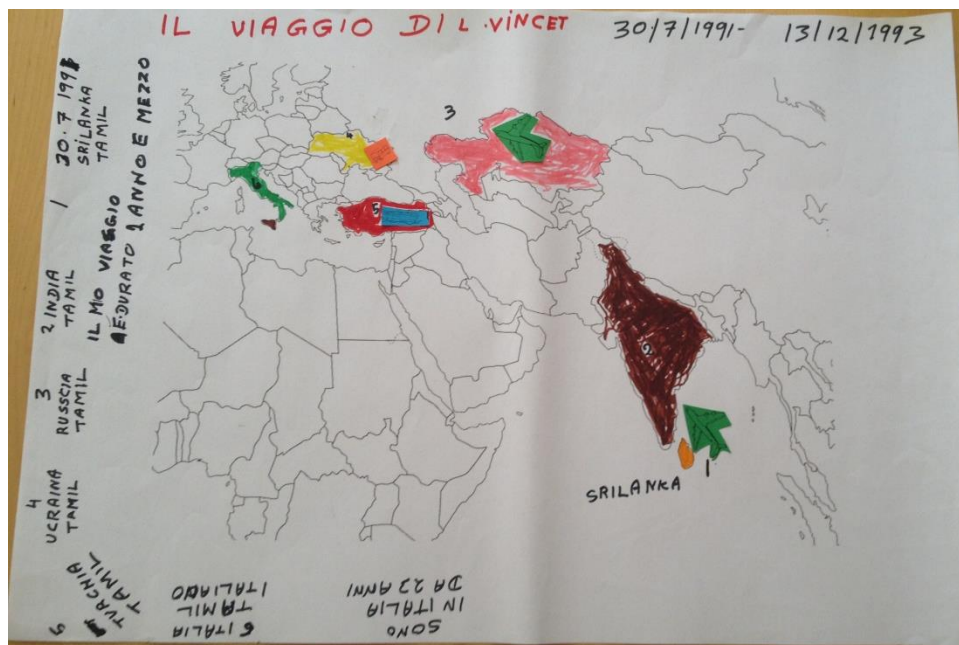
VI° - *Now, showing your personal map, share your travel experience with your schoolmates.* (15 min.) – In plenum

File 2: Mute planisphere (printed in A3/A4 format)



File 3: Pictures with examples of the activity





Session 4: Language cards for the structures

File 1: The teacher asks students to do the following tasks:

I° - *How can I ask for the meaning of words that I don't know? How can I ask to go to the toilet in a polite way? How can I say if I need indications to go to a place that I don't know? Etc. (10 min) - In plenum*

II° - *How many languages do you speak? (5 min) - In plenum*

III° - *Choose one formula, then translate it in all the languages in the class. You can ask for help to your schoolmates if you need it. (20 min) - In groups*

IV° - *Now share your text with your schoolmates. (10 min) - In plenum*