



Pluralistic Approaches to Language Learning: Sample Projects for Language Education in Diversity

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Abstract

Appealing to pluralistic approaches to language learning, defined by A framework of reference for pluralistic approaches [1] as those involving more than one language and cultural varieties, seems fairly appropriate in the modern multilingual world. Pluralistic approaches consider both societal multilingualism and individual plurilingualism: they benefit the involvement of all the languages surrounding the pupils in their language learning and, thus, contribute to the maintenance and positive evaluation of linguistic and cultural diversity. In this sense, pluralistic approaches to language learning are an innovative and efficient response to new educational demands of the multicultural and multilingual world [2].

However, application of pluralistic approaches to language learning process is still limited to one-off cases. On one hand, this is due to methodological doubts that language teachers may have as for implementation of four pluralistic approaches (awakening to languages, intercomprehension, integrated didactic and intercultural) in their everyday pedagogical practice. On the other hand, this is the question of educational curriculum and the possibility to integrate pluralistic approaches in its contents.

In the light of these considerations, we would like to share with the international educational community our experience in the application of pluralistic approaches to language learning, which is compatible with any kind of curriculum profile and displays clearly what the methodological features of each approach are. Our aim is to present three extracurricular projects, each of them mainly based on one of the pluralistic approaches, which have been developed and implemented by the Salamanca Plurilingüe group, from the Official School of Languages of Salamanca. These projects are:

- El Despertar a las Lenguas, based on the awakening to languages approach (awarded with the 5th European Label, 2011) and created by Vega Llorente (coordinator), Miguel Ángel Belver, Teresa Vicente, Magdalena Iglesias y Benimar García;
- Descubre tus habilidades plurilingües e interculturales, based on the integrated didactic and awakening to languages approaches and created by Vega Llorente (coordinator), Miguel Ángel Belver, Teresa Vicente, Magdalena Iglesias y Benimar García; and
- El teatro plurilingüe, based on the intercomprehension approach and created by Olga Ivanova (coordinator).

All of them consider the intercultural approach as well.

By expounding the chief theoretical concerns about the pluralistic approaches to language learning, we submit our methodological proposals for integrating of the extracurricular languages and involving of pupils of all ages into the process of reflection about their linguistic and cultural diversity. We strive for encouraging of the pedagogical audience in consideration of pluralistic approaches as the most appropriate standpoint as for the modern multilingual society and for dissemination of the FREPA project within the educational community.

References

- [1] Candelier, Michel (coord.) (2012): FREPA. A Framework of Reference for Pluralistic Approaches to Languages and Cultures. Competences and resources. Graz: ECML.
- [2] Giselbrecht, Maria. (2009): Pluralistic approaches – A long overdue paradigm shift in education. Scottish Languages Review, 20.11-20.