



Pestalozzi

Training Resources

Education for Linguistic and Cultural Diversity (DIV) Your choices matter!

by

Author: Olga Ferreira – Portugal

With the collaboration of Ana Gabriela Freire

Editor: Ildikó Lázár



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: Collaborative learning to benefit from diversity in the classroom

Expected outcome

- To benefit from cultural and social diversity in the classroom and school;
- To develop intercultural and plurilingual competences through collaborative work;
- To become aware that managing different points of view in a creative way enhances knowledge and contributes to problem solving.

Target group

Type of training	School level	Subject area
In-service teacher training	Secondary level	Civic Education, Languages, History, Visual Arts

Brief description of the unit

Today's increasing cultural and linguistic diversity can be used by teachers as a resource to benefit from in the school community. Intercultural and plurilingual approaches are important tools in the development of a positive attitude towards diversity, stimulating multiperspectivity and better interpretation and comprehension skills. This unit aims to raise teachers' awareness of the educational process as inner development, based on personal and emotional experiences enhanced by social dimensions. The path to achieve this goal leads through collaborative work, which requires skills of self-expression and interaction in diversified contexts. Careful listening and observation during the activities is the starting point for teachers to develop sensitivity to their peers' competences, abilities and knowledge. Discussing and sharing different points of view in a cooperative way will lead to critical perspectives, promoting broader insights. As a result, teachers should be able to help their students to develop better choices and find creative responses to the challenges of living together and constructing democratic multicultural communities. ¹

¹ Some of the activities proposed here are based on **CIMA Project** concepts and materials (see bibliographic notes).

Methods/techniques used

Individual work and collaborative group work, involving projects, using pictures, literature, and the internet to compare perspectives.

Time 360 minutes + autonomous work (120 minutes)

Activity 1	▶ 60 minutes
Activity 2	▶ 60 minutes
Activity 3	▶ 60 minutes
Activity 4	▶ 90 minutes (+ autonomous work)
Activity 5	▶ 90 minutes (+ autonomous work)

Tips for trainers

- The teacher must learn to act as an organizer and as a facilitator of the learning process.
- Each activity corresponds to a different phase of a methodological process that enables teachers to gain awareness about the potential of active pedagogical methods.
- The aim is to improve teachers' competences in the development of students' skills and abilities for autonomous learning as well as active participation in collaborative work.
- Alternative activities are possible in order to explore, compare and evaluate concepts.

Resources

Pictures, literary pieces



60 minutes

Activity 1 Negotiating the meaning of personal choices

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To reflect about the importance of mass media and global communication; ➢ To gain awareness about diversity in today's societies. 	
<p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To stimulate careful listening, observation and mutual understanding; ➢ To develop skills of self-expression and communication; ➢ To convey positive and sensitive attitudes towards diversity; ➢ To encourage multiperspectivity. 	
<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➢ Individual and group work, using verbal and visual prompts 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ A multimedia room; ➢ Some different multimedia materials, e.g. CD's, DVD's; ➢ A board (or any other support) for displaying pictures, poems, passages from newspaper and magazine articles, texts in different languages, etc. (see Appendix 1 for examples). 	
<p>▶ Resources (choose one of the following possibilities):</p> <ul style="list-style-type: none"> ➢ Objects lying in trainees' pockets, purses, suitcases, bags and so on (Appendix 1A); ➢ Images of diversity in today's societies (age, gender, languages, styles, races, professions, etc.): photos of people in busy streets of big cities, photos of shops, advertising, passages from newspaper and magazine articles, texts in different languages, poems, video clips, songs (Appendix 1B); ➢ Internet products: <i>YouTube</i> footages, emails, posts, blogs, videos, materials from social networks (Appendix 1C); 	

<ul style="list-style-type: none"> ➤ Activity guides: <ul style="list-style-type: none"> • Worksheets (Appendix 2) • Observation and comments grids (Appendix 3) 	
<p>▶ Procedure:</p> <ol style="list-style-type: none"> 1. Choose one of the above options and display the items on a desk or on a board as appropriate. 2. Each teacher observes the materials (selected according to one of the possibilities referred to above) and chooses something in response to the following questions: What is (for me) the most significant item on the board/table about our present world? Why is that the most important item? What does it mean to me? (Individual work) 3. The participating teachers are divided into groups of 4 or 5. First, each group must share the following tasks: who will take notes and make a synthesis? Who will present the results of the group discussion in an oral report? Who will be the group's observer? When this is decided, group leaders and observers receive the appropriate worksheets. Then each teacher presents him/herself to the group through his/her choice, explaining the reasons for choosing the selected item. Everybody can ask questions about the choices made by each member of the group. 4. Group work: The same groups prepare to present and analyse the choices made. After this presentation, the group observers talk about their observation notes to the whole class. 5. Whole class: Finally, the whole class discusses the choices made by the groups. The different contributions to the discussion may reveal how the class can benefit from diversity as a resource. 	
<p>▶ Tips to trainers:</p> <ul style="list-style-type: none"> ➤ For this activity grouping is best done following a diversity pattern based on age, gender, place of birth and other possible criteria. ➤ Ensure that the worksheets go to the group leaders and that the observation and comments grid gets to the observer in each group. 	

<ul style="list-style-type: none">➤ The group's observer: during the whole activity, one of the group members must fill the observation grid about the diversity inside the group answering the following questions: What contributed to a particular choice? Are there interesting remarks about personal backgrounds and experiences? What are the main comments of the group? Are there some generalised ideas? Was it possible to observe opposing points of view?➤ Time must be carefully managed!	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ How could you make use of this activity in a variety of subjects or in an interdisciplinary fashion? (Teachers could organize and develop the activity together with students in an interdisciplinary way, integrating for example: Civic Education, Languages, History, Visual Arts or Project Work.)➤ How and where would you organize this activity for your students? (Teachers need to manage and organize a timetable to work as a team and provide practical arrangements to support the students' work - different spaces and different resources, as an auditorium, a language lab, the library or a media centre.)➤ How would you evaluate the students' development? (It will be important for teachers to consider the activity of assessment as a quality improvement. Providing evaluation grids and self- and peer-evaluation guidelines and encourage the use of these as instruments of self- and peer-reflection in order to develop both autonomous learning and collaborative work.)	

Activity 2 Discussing and clarifying concepts – identity, language and cultural diversity



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To gain awareness about identity, language and cultural diversity. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To explore, analyse and compare literary texts; ➤ To identify and clarify concepts of identity, language, cultural and diversity; ➤ To discuss plurilingualism and pluricultural identity. 	
<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➤ Individual reading of literary texts, group work and whole class discussion 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Comfortable space for group work 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Two literary texts (by Portuguese authors in the present example) to provide deeper reflection and discussion about the concepts of language, culture, identity and diversity; ➤ Activity guides: <ul style="list-style-type: none"> • Worksheets (Appendix 4) • Observation and comments grids (Appendix 3) 	
<p>▶ Procedure:</p> <ol style="list-style-type: none"> 1. Each participant is invited to read two poems (Appendix 5) individually. 2. The class has to be divided into groups with one observer in each group of participants. Worksheets 	

<p>have to be distributed and the observation and comments grid has to be given to the observer in each group. The group members join to comment on the two texts. Each participant is encouraged to express his/her own feelings about what he/she has read. Then, the group analyses the different points of view. The team must discuss language, culture and identity in order to clarify concepts.</p> <p>3. The whole class discusses the concepts, giving examples and personal perspectives. Finally, the observers give critical comments and remarks about interactions and possible prejudices and stereotypes identified. They present a synthesis about the development of the activity inside the team.</p>	
<p>► Tips to trainers:</p> <ul style="list-style-type: none"> ➤ Trainers must present the two poems to the participants together with some thought-provoking questions and comments to elicit participants' ideas. ➤ The group observer: during the whole activity one of the group members must fill in the observation grid about the diversity inside the group: What are the main comments of the group? Are there some generally accepted ideas? Was it possible to observe opposing points of view? Was it possible to identify prejudices and stereotypes? ➤ Time must be carefully managed! 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ What other concepts and issues could these poems trigger discussions about? (These poems could stimulate further research about the concepts and complementary issues, including tolerance, democracy or citizenship.) ➤ In your experience, what are students' and parents' expectations from schools with cultural and linguistic diversity? 	

Activity 3 Exchanging ideas, making decisions and planning together



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To plan a joint project ➢ To promote autonomy and collaborative work; ➢ To encourage criticism and stimulate creativity. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To present, share and discuss ideas and proposals; ➢ To argue and use communicative skills and abilities in an interactive way; ➢ To promote mutual understanding and collaboration; ➢ To improve planning skills within group work; ➢ To learn and accept that there is a way to a consensus; ➢ To provide resources to help benefit from linguistic and cultural diversity. 	
<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➢ Group work, project work and whole class discussion 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Multimedia room and/or computer access 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Computer ➢ Activity guides: <ul style="list-style-type: none"> • Worksheets (Appendix 6) • Observation and comments grid (Appendix 7) • Examples and suggestions for planning grids (Appendix 8) 	

► **Procedure:**

1. Have teachers work in groups and agree about the most consensual choice in the group and underline the main ideas, in order to obtain a media production related to diversity (e.g.: a power point presentation, a video, an audio, a poster, a dramatic text, a medley of images, texts and/or songs, a fashion presentation, an art festival, etc.) (for an example see Appendix 9).
2. Teachers develop and share ideas, present proposals. Different communities must understand this final production. It is also advisable to use different languages taught in school.
3. In groups, teachers discuss and fill the planning grids and assign tasks.
4. Critical debate: Each group will present their planning grid to the whole class, taking notes about practical suggestions. Each group's observer will intervene and comment on the work done, developing a critical perception and taking into account any prejudices or social stereotypes observed.
5. Teachers revise their group's planning grids.
6. Whole class: Display plans for everybody to see.

► **Tips to trainers:**

- It will be important to encourage and support the groups with ideas, examples and a bibliography.
- Trainers must recognize formal and informal skills and competences in the group in order to stimulate discussion and to provide support to the group dynamic during the development of the project (Appendix 9).
- Trainers must support and encourage participants to fill the grids (assessment and resources, selection of data collection methods, logistics, preparation of field work, reports, treatment of the information collected, testing and adjusting, etc)
- The group observer: during the whole activity one of the group members must fill in the observation grid about the diversity during the group discussions and other processes inside the group. The main task is to answer the following question: "Have you noticed any prejudices or social stereotypes during the negotiation process?"
- It is important to pay attention to prejudices and social stereotypes, promoting critical debate and attitudes of acceptance.
- Different activities are possible, such as debates, interviews, role-playing, photo and documentary sessions in order to explore more deeply and promote positive attitudes towards diversity.

► **Debriefing/reflecting:**

- How can teachers encourage collaborative work? List a few ideas.
- Think of ways for teachers to help strengthen democracy in the group?
- How can teachers promote tolerance and respect for difference? Do you know of other activities that will have similar results?

Activity 4 Researching and creating multicultural tools



90 minutes

(+ autonomous work)

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ To promote autonomy and collaborative work; ➤ To stimulate creativity; ➤ To gain awareness of and deal with diversity. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ To develop research competences; ➤ To deal with plurilingual skills and cultural diversity; ➤ To provide incentives for reflection and criticism; ➤ To learn to handle different kind of resources; ➤ To develop a multimedia product, performing activities and/or other activities. 	
<p>► Methods/techniques used:</p> <ul style="list-style-type: none"> ➤ Group work, research and whole class discussion 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ The practical arrangements depend on the projects' requirements according to each Global Project Plan and the Week Plan. 	

<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Computer ➤ Activity guides: <ul style="list-style-type: none"> • Worksheets (Appendix 10) • Observation and comments grid (Appendix 7) • Global Project Plan and Week Plan (Appendix 8) • Other resources depending on each group project. 	
<p>► Procedure:</p> <ol style="list-style-type: none"> 1. Group activities will follow the pre-defined steps, either the Global Project Plan or the Week Plan. 2. Group members should agree on sharing tasks: research activities, materials production and the writing of short reports. Doing research could involve reading bibliography, finding other support, underlining interesting information, discussing ideas, choosing materials, making decisions, etc. Producing materials mean sharing tasks according to each Global Project Plan (e.g.: writing texts and/or reports, conducting interviews, compiling a news magazine, a website, a blog, organising a photo/arts exhibition, producing a video or a short movie, developing and performing art production, a fashion presentation, an art festival, and so on. Some group members could be in charge of writing short reports about the research process in order to promote group self-regulation. 3. Each group should introduce information about their findings using an e-learning platform to ensure networking concerning intercultural issues. 4. The work should end with a group feedback session for the whole class 	
<p>► Tips to trainers:</p> <ul style="list-style-type: none"> ➤ The groups should use different resources and supports for their productions/performances, including different languages and with the perspective of presenting them to different communities. ➤ Trainers need to manage and organize the work together and provide practical arrangements (different resources and different spaces: an auditorium, a language lab, a multimedia room may be needed). 	

<ul style="list-style-type: none"> ➤ It will be useful for each group to have a “tutor/facilitator” to help follow the planning grid and support the team with ideas, examples, and a bibliography. ➤ Trainers must encourage trainees to go deeper in their research and enrich their productions with new ideas and new approaches. ➤ The revised activities must be rehearsed before the final presentation! 	
<p>▶ Debriefing/reflecting (See Appendix 11 - power point):</p> <ul style="list-style-type: none"> ➤ How important is critical reflection to modify attitudes towards prejudices and social stereotypes? ➤ How can teachers manage and organize a timetable to work together and provide practical arrangements to support trainees’ projects? ➤ Is it necessary to give students support in specific areas in order to meet the projects’ needs? ➤ How can this be developed into an interdisciplinary session, coordinating different subjects, as Civic Education, Languages, History, Geography, Visual Arts or Project Work? ➤ Trainers (and then teachers) may need other specialists to give technical support to the trainees’ (and then the students’) productions if needed. What kind of specialists do they need? ➤ Students should be encouraged to use their mother tongue, even if it is regional, minority or a migrant language. How can teachers use this diversity as a benefit? ➤ Since different communities must understand the different productions, language teachers have a crucial role. What kind of inter-linguistic approaches and activities may be led in order to develop students’ skills (e.g.: memorizing texts; working on phonetic issues; comparing grammar, phonetics or orthography; classroom activities including debates and discussions in the foreign languages taught at the school)? ➤ How can language teachers use the Internet in the classroom? Why not use social networks to motivate and stimulate students? As the web provides an enormous range of possibilities like blogs, newspaper articles, online dictionaries, online translators, poems, grammars, speeches, declarations, songs, films, etc., how can the language teacher manage all these resources? ➤ Social sciences and History also have an important role as they provide a scientific and cultural approach to contemporary world subjects. What will be the main priorities? ➤ Moreover, what could be the contributions of other areas like science, technology or mathematics? ➤ In addition, how can art teachers give their contribution to benefit from diversity? ➤ Will it be important for teachers to consider assessment as an integrated and developing process? How will they do that? 	

Activity 5 Presenting, sharing and passing on the material

90 minutes
(+ autonomous work)

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To interact and present productions to the community; ➤ To benefit from plurilingual skills and cultural diversity. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To develop self-expression in an interactive way; ➤ To promote intercultural and inter-linguistic abilities; ➤ To improve communicative skills; ➤ To deal with different kinds of resources; ➤ To develop personal and social competences through collaborative work; ➤ To understand how to benefit from diversity. 	
<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➤ Whole class presentation and discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ The resources depend on the project orientation of each group. ➤ Activity guide: <ul style="list-style-type: none"> • Worksheets (Appendix 12) 	

<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ The practical arrangements depend on the project orientation and productions. 	
<p>▶ Procedure:</p> <ol style="list-style-type: none"> 1. Whole class discussion: Transform the project work into a public event. Link performing activities as dance, theatre, sports, music and so on to the project results as appropriate and feasible. Provide “marketing mix” initiatives in order to attract the audience: posters, flyers, radio advertisements and so on. Coordinate the school event with the local community’s agenda. Develop a specific coordination protocol with local authorities. Involve local grassroots associations. 2. Project presentation in the classroom as well as to the whole school and community. 3. Whole class: Final debate and assessment. 	
<p>▶ Tips to trainers:</p> <ul style="list-style-type: none"> ➤ Resources, spaces, materials and time need careful management; ➤ Trainers must provide support to the presentations and encourage trainees through positive attitudes and constructive feedback. ➤ Teachers should give a special meaning to the trainees’ project, by spreading the positive and creative results either in written articles, media reports or on internet sites and outdoor presentations. Networking with trainees in other countries could also be a possibility. ➤ Good practices are to multiply! 	

Assessment

All the sessions should catalyse trainees' positive and constructive attitudes aiming at values of tolerance and justice. The final goal should have its focus on personal and social development, all the suggested activities pointing to a higher level of awareness about multicultural issues in the present world. That is why observation and critical attitudes should be present during all the sessions. In addition, assessment activities should always clarify and regulate all the process.

In this way, it would be interesting, at the beginning of the module, to give a quiz to the trainees concerning their concepts and representations about multiculturalism. At the end of the module, trainees could respond to the same quiz, comparing both documents. (E.g., whom would you share your apartment with and why? What do you think about immigrants in your country?)

The observation activities should be present throughout the sessions. A final analysis and discussion should be followed by a final report (Appendix 13).

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* **CIMA Project** (To understand and intervene in Today's World) was conceived in 1989 in the High School of Education of Setúbal, initially linked with UNESCO project *Education for International Understanding*. During 1989 – 92 school-years, several schools in Setúbal – Almada developed innovative practices and introduced transversal curriculum subjects, like “Education for democracy and citizenship, Social intervention in neighbourhood, Media education and Environmental education”

The team teachers and Teacher's trainees also developed action-research focused on interdisciplinary and transdisciplinary methodologies. In 1992 the Portuguese Ministry of Education introduced in schools an interdisciplinary area “School Area” which required teachers to develop an interdisciplinary project in all classes. Since 1992, CIMA Project was designated as CIMA Project – School Area and received a financial support by Calouste Gulbenkian Foundation. Since then research was orientated to observe school projects and answer to some questions such as: how to motivate teachers to that new area, concerning education for citizenship? How to organise training, discussion and assessment about new methodologies? What obstacles remain in coordinating schedules, concerning the interdisciplinary and the transdisciplinary approach? The third phase was to elaborate *study case* reports about team teachers that have developed projects under CIMA Project methodologies and orientations.

Appendix 1A

Example 1: Choosing objects lying in trainees' pockets, purses, suitcases, bags and so on.

Activity 1: Negotiating the meaning of personal choices

Depending on their possibilities, trainers may use one of the examples below:



Appendix 1B

Example 2: Choosing images of diversity



Appendix 1C

Example 3: Choosing Internet products as YouTube footages, emails, posts, blogs, videos, materials from social network



<http://www.youtube.com/watch?v=eiqG5VTx9EI>

Appendix 2

Instructions – Worksheets

Pay attention to the sequence!

1.  **(Individual)** Each teacher must look at the materials and choose something related to the following question: What is the most significant thing to me about our present world? Why is that? What does it mean to me?
2.  **(Group work)** Each teacher will present him/herself to the group through his/her choice, explaining his/her reasons for choosing it. Everybody can ask questions in order to get a better understanding of the group member's choices.
3.  **(Whole class)** Different teams will gather in order to present and discuss their choices and the observations made. The focus must be on answering the following questions:
How can the different teams (and the class) benefit from their different members?
How can we deal with diversity as a potential resource in order to cooperate and work collaboratively?

Appendix 3

Observation and comments

Each team must elect one person to observe the group diversity.

During this activity, one of the group members will observe and take some notes about the diversity inside the group and about what contributed to a particular choice.

The group composition:

Choices:

Reasons/arguments:

Formal and informal skills:

Different points of view:

Teachers' attitudes:

Personal expression / communicative skills:

Appendix 4

Instructions – Worksheets

Activity 2: Discussing and clarifying concepts – identity, language and cultural diversity

Pay attention to the sequence!

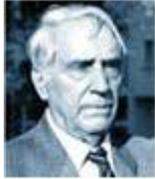
1.  **(Individual)** Each participant is invited to read two poems (**see appendix 5**).
2.  **(Group work)** The group joins to read and comment on the two texts. Each participant can express his/her own feelings about the two poems read. Then the group must discuss and find a definition about language, culture and identity.
3.  **(Whole class)** The whole class discusses the concepts, giving examples and personal perspectives. Finally, the observers make remarks and critical comments about the development of the activity inside the team in order to find difficulties, identify prejudices and stereotypes and clarify concepts.

Appendix 5

Two poems

<p>Fernando Pessoa Fernando Pessoa</p> <p>Fernando Pessoa 1888-1935 Nasceu em Lisboa. Entre 1895 e 1905, viveu na África do Sul. Escreveu quer sob os heterónimos Álvaro de Campos, Alberto Caeiro e Ricardo Reis, quer sob o semi-heterónimo Bernardo Soares e Pessoa ortónimo. É considerado um dos maiores poetas portugueses de todos os tempos. Poeta e prosador. Apesar de muito conhecido, Pessoa continua ainda por conhecer. É, decerto, o mais complexo e diversificado dos escritores portugueses.</p>	<p>Fernando Pessoa 1888-1935 Born in Lisbon. Between 1895 and 1905, he lived in South Africa. He wrote under the heteronyms Álvaro de Campos, Alberto Caeiro and Ricardo Reis as well as under the semi heteronym Bernardo Soares and his own name, Fernando Pessoa. He is considered one of the greatest Portuguese poets of all time. Poet and prose writer. Despite being wellknown, there is still much to discover about Pessoa even today. He is certainly the most complex and diversified Portuguese writer.</p> 
<p>Não sei quantas almas tenho. Cada momento mudei. Continuamente me estranho. Nunca me vi nem achei. De tanto ser, só tenho alma. Quem tem alma não tem calma. Quem vê é só o que vê. Quem sente não é quem é.</p> <p>Atento ao que sou e vejo, Torno-me eles e não eu. Cada meu sonho ou desejo,</p>	<p>I don't know how many souls I have. I've changed at every moment. I always feel like a stranger. I've never seen or found myself. From being so much, I have only soul. A man who has soul has no calm. A man who sees is just what he sees. A man who feels is not who he is.</p> <p>Attentive to what I am and see, I become them and stop being I. Each of my dreams and each desire</p>

<p>É do que nasce, e não meu. Sou minha própria paisagem, Assisto à minha passagem, Diverso, móbil e só. Não sei sentir-me onde estou.</p> <p>Por isso, alheio, vou lendo Como páginas, meu ser. O que segue não prevendo, O que passou a esquecer. Noto à margem do que li O que julguei que senti. Releio e digo, «Fui eu?» Deus sabe, porque o escreveu.</p> <p>© 1930, Fernando Pessoa (himself) From: <i>Poesia</i> Publisher: Assírio & Alvim, Lisbon, 2005 ISBN: 972-37-1071-4</p>	<p>Belongs to whoever had it, not me. I am my own landscape, I watch myself journey - Various, mobile, and alone. Here where I am I can't feel myself.</p> <p>That's why I read, as a stranger, My being as if it were pages. Not knowing what will come And forgetting what has passed, I note in the margin of my reading What I thought I felt. Rereading, I wonder: "Was that me?" God knows, because he wrote it.</p> <p>© Translation: 1998, Richard Zenith From: <i>Fernando Pessoa & Co. – Selected Poems</i> Publisher: Grove Press, New York, 1998 ISBN: 0-8021-3627-3</p>
<ul style="list-style-type: none"> • Tendo por referência o poema de Fernando Pessoa, registre marcas de diversidade. • Reflecta, debata em grupo e comente o conceito de identidade presente no texto. 	<ul style="list-style-type: none"> • While reading Fernando Pessoa's poem, find references to diversity. • Ponder in your group about the concept of identity in this text.

<p>Vergílio Ferreira Vergílio Ferreira</p> <p>Vergílio Ferreira 1916-1996 Nasceu em Melo (Gouveia). Licenciado em Filologia Clássica pela Faculdade de Letras da Universidade de Coimbra em 1940. Professor de liceu. Romancista e ensaísta. Prémio Camões. É um dos mais significativos ficcionistas portugueses contemporâneos.</p>	<p>Vergílio Ferreira 1916-1996</p> <p>Born in Melo (Gouveia). Graduate in Classical Philology at the Coimbra Faculty of Arts in 1940. Secondary school teacher. Novelist and essayist. Winner of the Prémio Camões. One of the most important contemporary Portuguese writers.</p> 
<p>Uma língua é o lugar donde se vê o Mundo e em que se traçam os limites do nosso pensar e sentir. Da minha língua vê-se o mar. Da minha língua ouve-se o seu rumor, como da de outros se ouvirá o da floresta ou o silêncio do deserto. Por isso a voz do mar foi a da nossa inquietação.</p>	<p>A language is the place from where you see the World and in which the limits of our thinking and feeling are mapped out. From my language I see the sea. From my language its murmuring is heard, as from others can be heard that of the forest or the silence of the desert. Therefore the voice of the sea has been that of our restlessness.</p> <p style="text-align: right;">Trad. Instituto Camões</p>

<ul style="list-style-type: none"> • Debata, explicita e comente o conceito de língua presente no texto de Vergílio Ferreira. • Como relaciona este texto com a problemática da diversidade linguística e cultural? 	<ul style="list-style-type: none"> • Discuss and explain the language concept in Vergílio Ferreira's text. • How do you relate this text to the linguistic and cultural diversity debate?
<ul style="list-style-type: none"> • Ponha em confronto os dois textos, salientando as ideias que se evidenciam em cada um deles. Comente. 	<ul style="list-style-type: none"> • Compare both texts and underline the main ideas. Make a final comment.

Appendix 6

Instructions – Worksheets

Activity 3: Exchanging ideas, making decisions and planning together

Pay attention to the sequence!

1.  **(Group work)** Agree about the most consensual choice in the group. Then, underline the main ideas, in order to obtain a media production related to diversity (e.g.: a power point presentation, a video, an audio, a poster, a dramatic text, a medley of

images, texts and/or songs, a fashion presentation, an art festival. Different communities must understand this final production, therefore it is advisable to use different languages taught at schools.

2.  **(Group work)** Fill/Make a planning grid and assign tasks.
3.  **(Whole group)** Critical debate: each group will present to the whole class their planning grid, taking notes about practical suggestions. Each group observer will intervene and comment on the work done, taking into account any prejudices or social stereotypes observed.
4.  **(Group work)** Teachers consider final adjustments to the planning grid.

Appendix 7

Observation and comments

Each group must elect one person to observe the group's diversity.

During this activity, you will observe and take notes about the communication style and the contribution of each member and the consensual process within the group. The main question you will have to answer in the end is "have you noticed any prejudices or social stereotypes during the negotiation process?"

The group composition:

Prejudices:

(Ex: gender prejudices, sexual orientation, race, old generation, immigrants, foreigners, minorities, and so on...)

Social stereotypes:

(Ex: beautiful women are stupid, men do not cry, boys do not play with dolls...)

Students' attitudes:

(Ex: Is someone an attention monopoliser? Is someone a leader? Does anyone have a passive behaviour? Is there anybody who is suspicious of stubbornness or bullying? Who has good collaborative skills?)

Appendix 8

Examples and Suggestions for Planning Grids

Project title:
Production:
Team:

Production Process

Names	Production Process
	Tasks:

Final assessment:

Individual Week Plan

Name:
The team's name:
Project title:
Production:

Research Process

Tasks	Where can I get the information?	What can I do with this information (new ideas)?

Productions

Tasks	What do I need to do?	Time requested

Final report/ Obs./Comments:

Appendix 9

Example of a production made by students supervised by a teacher attending the teacher training during the pilot phase.



<http://www.youtube.com/watch?v=cV5YV-blxS4>

Appendix 10

Activity 4: Researching and creating multicultural tools

Pay attention to the sequence!

-  **(Group work)** Group activities will follow the pre-defined steps, either the Global Project Plan or the Week Plan.
-  **(Group work)** Group members should exchange ideas and agree to share tasks: doing research activities, producing materials and writing short reports:
Doing research could involve reading bibliography, finding other support, underlining interesting information, discussing ideas, choosing materials, making decisions, etc.
Producing materials mean sharing tasks according to each Global Project Plan (e.g.: writing texts and/or reports, conducting interviews, compiling a news magazine, a website, a blog, organising a photo/arts exhibition, producing a video or a short movie, developing and performing art production, a fashion presentation, an art festival, and so on. Some group members could be in charge of **writing short reports** about the research process in order to promote group self-regulation.
-  **(Group work)** Each group should introduce information using an e-learning platform to provide networking concerning intercultural issues.
-  **(Whole group)** The working session should end with a group feed-back.

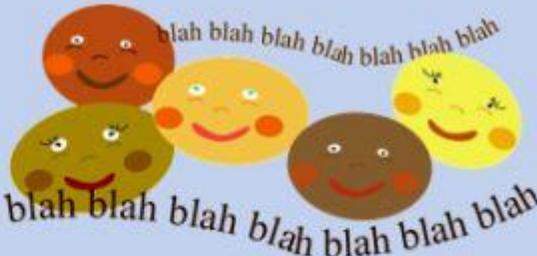
Appendix 11

Debriefing and reflecting (Power Point)



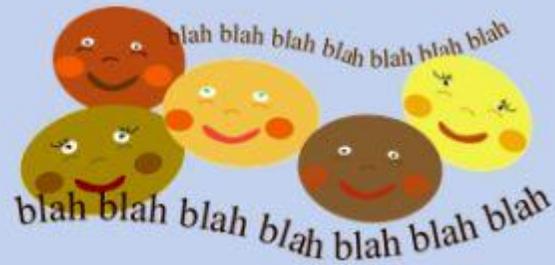
**LINGUISTIC AND
CULTURAL DIVERSITY**

CULTURAL DIVERSITY



Activity – 4

Debriefing and reflecting



Human beings are genetically programmed to acquire language.

They are born with language-learning brains (...). This means that, (...)all that is necessary for language to develop is that child should grow up in an environment in which language is being used. That is, in any normal environment with a group of other human beings.

Geoffrey Thornton, *Language, Ignorance and Education*, London, Edward Arnold, 1986, pp. 43-44



1. Children acquire and develop the ability to talk, naturally, as a system of communication, through their own experience of language as they grow up. At the same time, language is social, exists already in the society into which children are born, and offers its users both choice and constraints.

2. Meaning is embodied in language. Sophisticated communication, which is an essential part of human life, is only possible between people who share the same language.

Geoffrey Thornton, *Language, Ignorance and Education*, London, Edward Arnold, 1986, p. 43



Children become bilingual for a variety of reasons:

Immigration, education, extended family, temporary residence. These different contexts are associated with differences in social class, educational opportunities and expectations, access to support systems, opportunity for enriching experiences, and home language environment. Each of these factors alone can have a significant impact on cognitive and intellectual development (...)

Ellen Bialystok, *Bilingualism in Development: Language, Literacy & Cognition*, London, Cambridge University Press, 2001, p. 183



The central function of school is to instruct but it participates in education and is also a place to live.

Bernard Charlot, *De Rapport au Savoir. Éléments pour une théorie*, Paris, Anthropos, 1977, p.78



“(...) teenagers have a life outside of school which has its own rules, language and system of values, and that these are enmeshed together. Inevitably such a network of interrelating and interlocking factors spills over into school in the sense that the teenagers who still have to come to school do not, cannot, leave their affiliations (social class, age, group or gang, values etc.) at the school gate to be picked up again at the end of school.”

Clem Adelman "The Language of Teenage Groups", in Sinclair Rogers (Ed.) *They don't Speak our Language*, London, Edward Arnold, 1976, p. 102

The concept of building within through **significant experiences**



Autonomy as criterion for quality in learning
Associated Processes for Awareness, involving

KNOWLEDGE
ATTITUDES
BEHAVIOUR

Communicative/ experimental Curriculum
Chain of pedagogic activities in a learning context that, wherever possible, takes the conditions of the surrounding community into consideration .

Glória Ficher "The Teaching of Portuguese as a Second Language" in *O Ensino da Língua Portuguesa como 2ª Língua. Formação de Formadores e de Professores*. Lisboa, Departamento da Educação Básica, 1998, p. 42



The Celebration of Diversity A model of Intercultural Education

(...)The aim is to encourage amongst all children of their own and others' heritage and to engender harmony by combating ignorance and stereotyping

John Landon, "The Teaching of Portuguese as a Second Language" in O Ensino da Língua Portuguesa como 2ª Língua. Formação de Formadores e de Professores. Lisboa, Departamento da Educação Básica, 1998, p. 82



Plurilingualism

(...) The plurilingualism approach emphasises 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 (...) 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, *Common European Framework of Reference for Languages*, 2001, p.4
In http://www.coe.int/T/DG4/Linguistic/Source/Framework_EN.pdf

Pluriculturalism



Plurilinguism has itself to be seen in the context of pluriculturalism. Language is not only a major aspect of culture, but also a means of access to cultural manifestations.

Much of what is said above applies equally in the more general field: in a person's cultural competence, the various cultures (national, regional, social) to which that person has gained access do not simply coexist side by side; they are compared, contrasted and actively interact to produce an enriched, integrated pluricultural competence, of which plurilingual competence is one component, again interacting with other components"

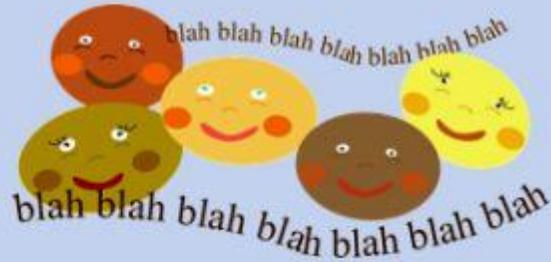
COUNCIL OF EUROPE, *Common European Framework of Reference for Languages*, 2001, p. 6
In http://www.coe.int/T/ DG4/Linguistic/Source/Framework_EN.pdf

Plurilingualism and Pluriculturalism



Plurilingualism and pluriculturalism is a personal feature which is put into action in a communicative situation. It is not a new competence, as we all use different "registers" of the same language in different situations. The new idea is the development of plurilingualism and pluriculturalism as the result of a process of language learning.

Mercè Bernaus (Project Coord.) *Plurilingual and Pluricultural Awareness in Language Teacher Education*, Strasbourg, Council of Europe, 2007, p. 14

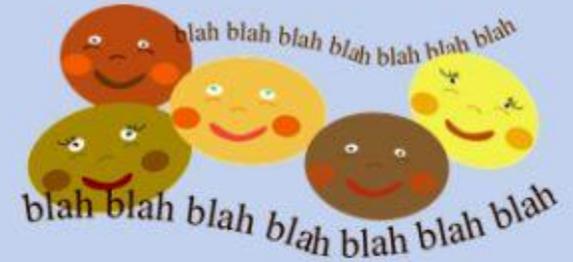


Awareness of language

It bridges the space between the different aspects of language education (English, foreign language, ethnic minority mother tongues/English as second language/Latin)

Which at present are perceived in isolation... The chief aim will be to challenge pupils to ask questions about language... And to offer a forum where language diversity can be discussed" (Hawkins, 1984)

In: Mercè Bernaus (Project Coord.) *Plurilingual and Pluricultural Awareness in Language Teacher Education*, Strasbourg, Council of Europe, 2007, p. 13



Awareness

Awareness of language cannot be dissociated from the awareness of culture – in relation with three concepts: multicultural, pluricultural and intercultural.

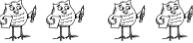
Based on Mercè Bernaus (Project Coord.) *Plurilingual and Pluricultural Awareness in Language Teacher Education*, Strasbourg, Council of Europe, 2007, p.14

Appendix 12

Instructions – Worksheets

Activity 5: Presenting, sharing and passing on the information

Pay attention to the sequence!

-  **(Whole group)** Transform the project work into a public event. Associate performing activities as dance, theatre, sports, music and so on.
Provide “marketing mix” initiatives in order to attract audience: posters, flyers, radio advertisements and so on.
Coordinate school event with the local community agenda.
Develop a specific coordination protocol with local authorities.
Involve local grassroots associations.
-  **(Whole group)** Project shown in classroom as well as to the whole school and community.
-  **(Whole group)** Final debate and evaluation.

Appendix 13

Assessment and evaluation

Other possibilities of evaluation

Self evaluation sheet:

What did I learn?

How did I work?

Were my attitudes collaborative?

Did I try to understand the others?

Have I done my best to improve the project?

What can I do better?

...

Peer evaluation sheet (inside the group)

Autonomy

Commitment in the activities

Research work

Skills and contribution

Knowledge contribution

Critical contribution

Creative contribution

Productions

...

Groups' evaluation (Classroom):

Presentation quality

Organization

Time use

Balance

New ideas

Materials

Information

...

As some activities could require a joint work of several areas such as Languages, History, Visual Arts or others, it would be important for teachers to consider skills and knowledge in their own disciplinary area.