Plurilingualism and Pluricultural Competences for CertiLingua®

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Plan

- A call for a new vision in our changing societies
- Conceptualizing this new vision in language education
- Innovating language learning and teaching to embrace complexity: the new CEFR
- Awareness as keystone
- Linguistic and cultural awareness in plurilingual action-oriented scenarios to innovate language education

- Un appel à une nouvelle vision dans nos sociétés en mutation
- Conceptualiser cette nouvelle vision dans l'enseignement des langues
- Innover dans l'apprentissage et l'enseignement des langues pour accueillir la complexité : le nouveau CECR
- Prise de conscience comme clé de voûte
- Sensibilisation linguistique et culturelle dans des scénarios actionnels plurilingues pour innover dans l'éducation aux langues

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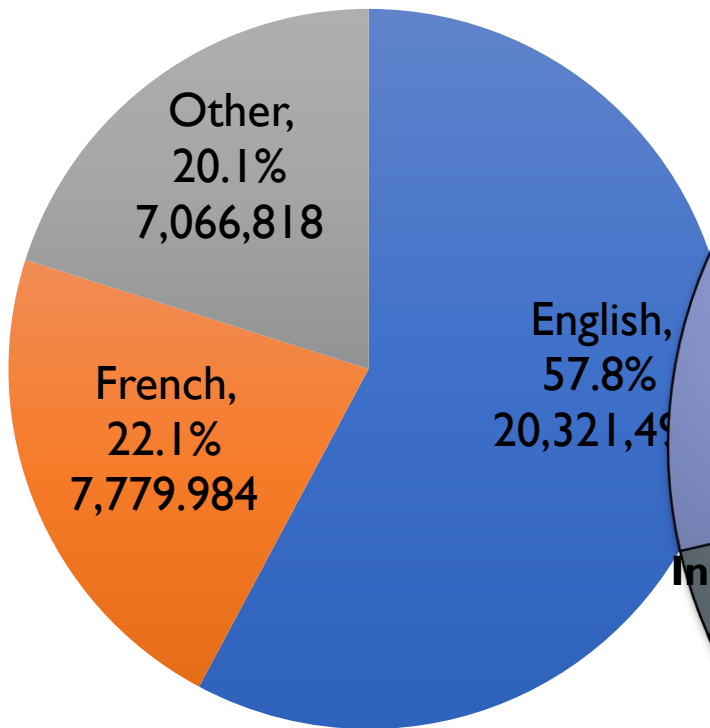
Diversity at three different levels:

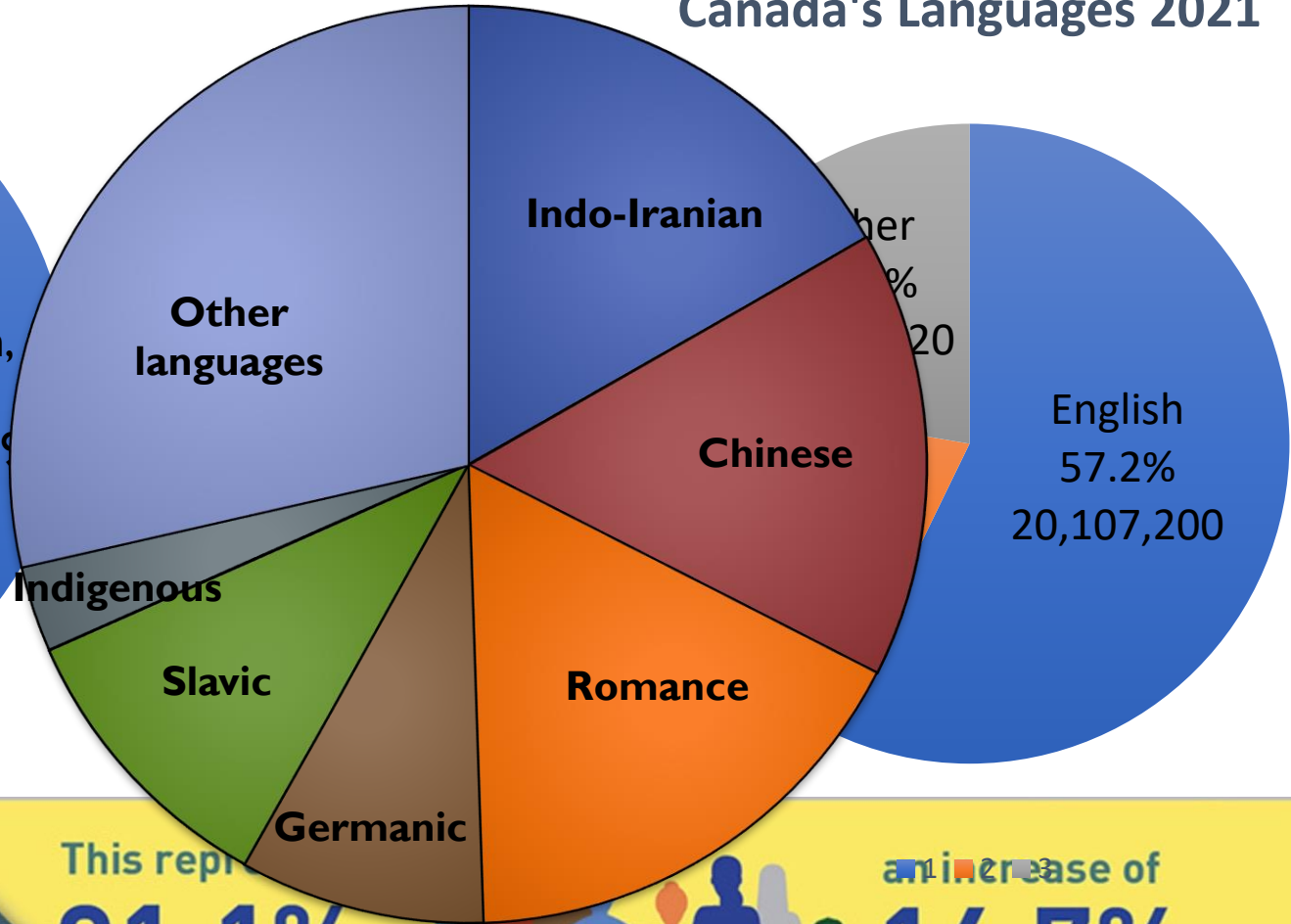- Societies
- Languages
- Individuals

Source: The Harvard Gazette https://news.harvard.edu/gazette

Linguistic Diversity continues to increase (adapted from Statistics Canada)

Other languages…

Canada's languages 2011

Other, 20.1% 7,066,818

English, 57.8% 20,321,4**

French, 22.1% 7,779.984

Canada's Languages 2021

Indo-Iranian

Chinese

Romance

Germanic

Slavic

Indigenous

Other languages

English 57.2% 20,107,200

her 20

In 2016, **7,335,745** people in Canada spoke an immigrant language at home.

➡ This repr… **21.1%** of the Canadian population,

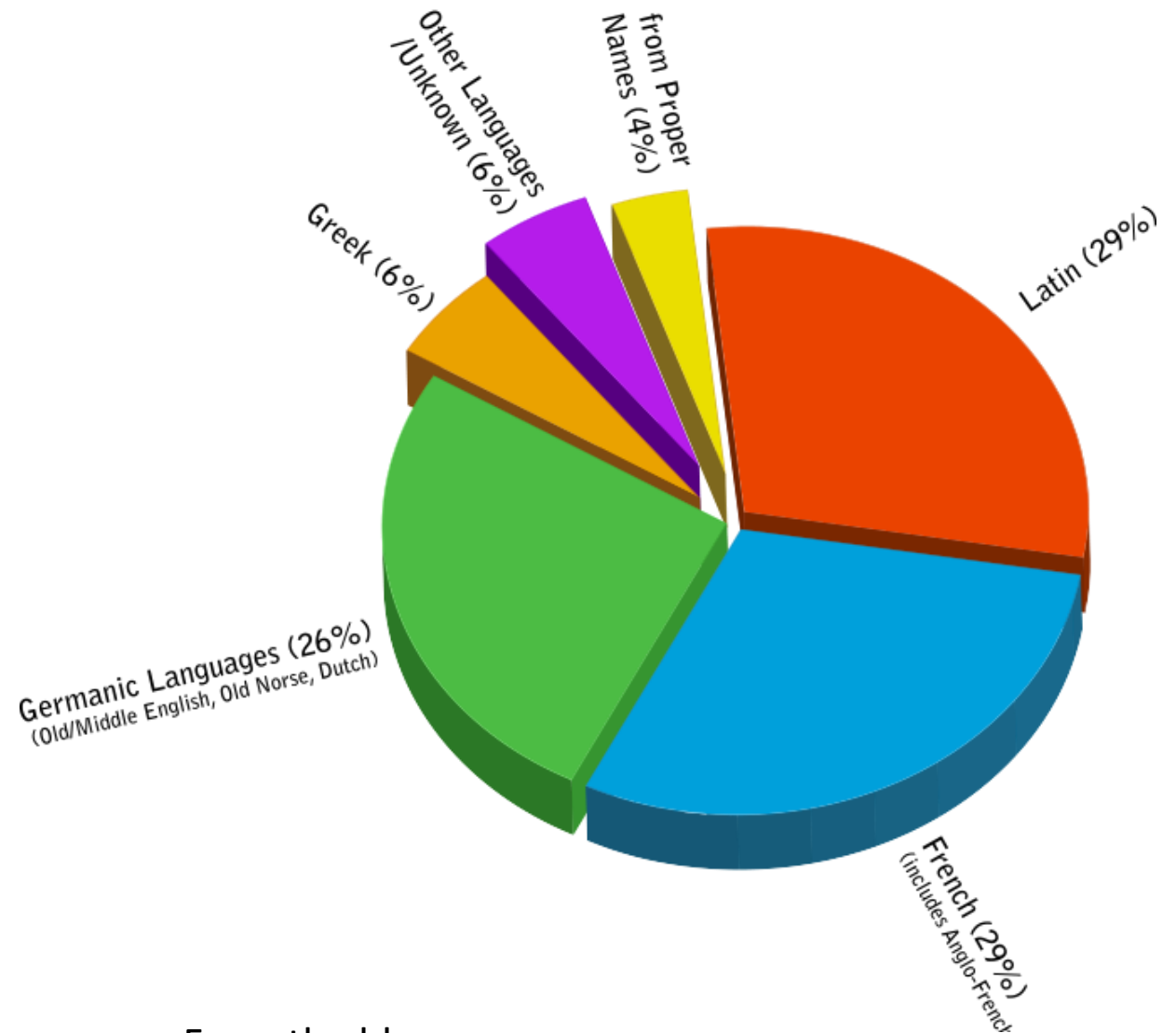an increase of **14.7%** from 2011 to 2016.

Source: Statistics Canada, 2016 Census of Population.

What happens when we move from societies to people and their languages?

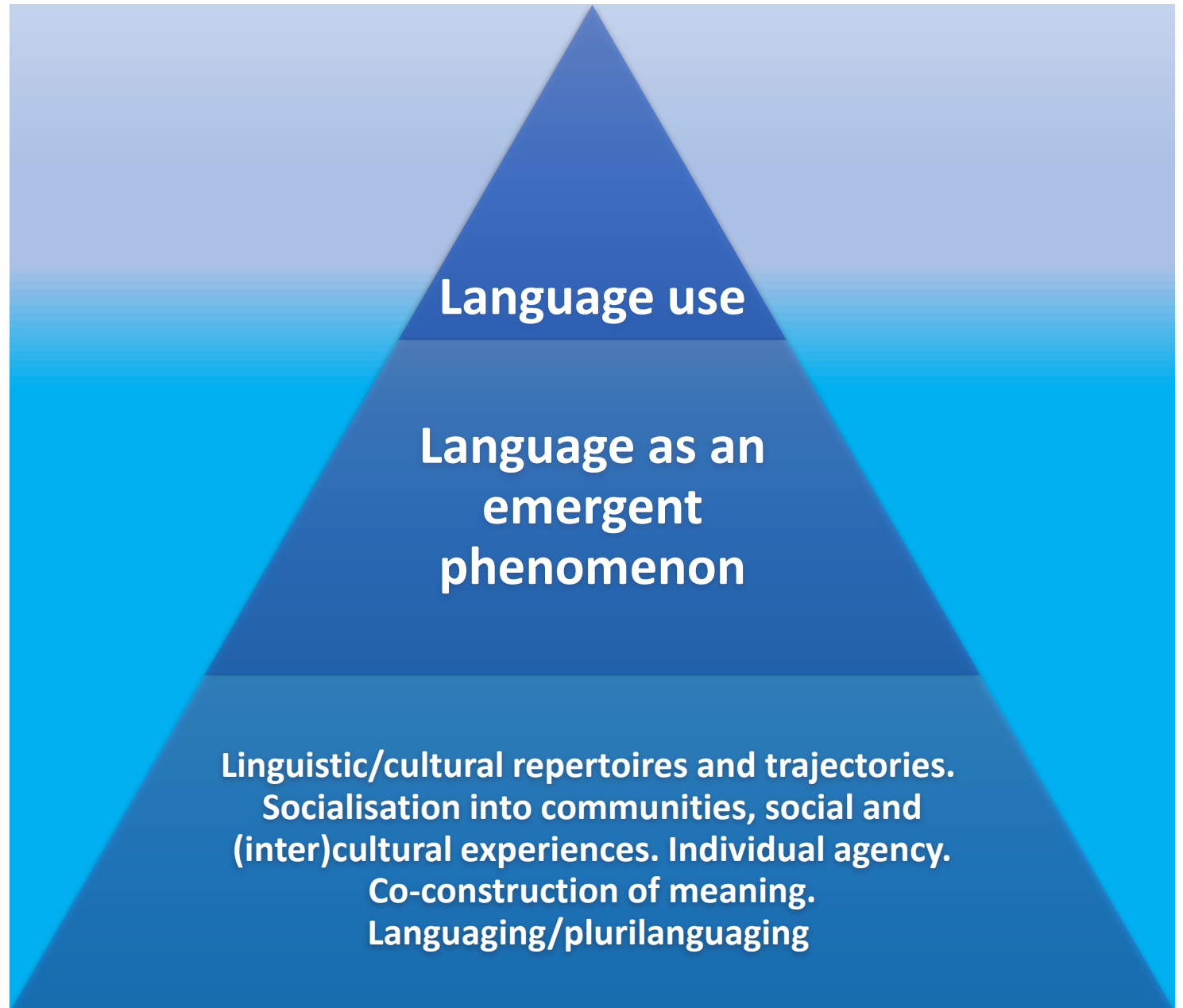Linguistic and cultural diversity - whatever scale we are considering (macro/meso/micro)

- languages are themselves palimpsests, constantly evolving and changing
- the linguistic repertoires of individuals are also constantly evolving and being reshaped

Languages as palimpsests: the example of English
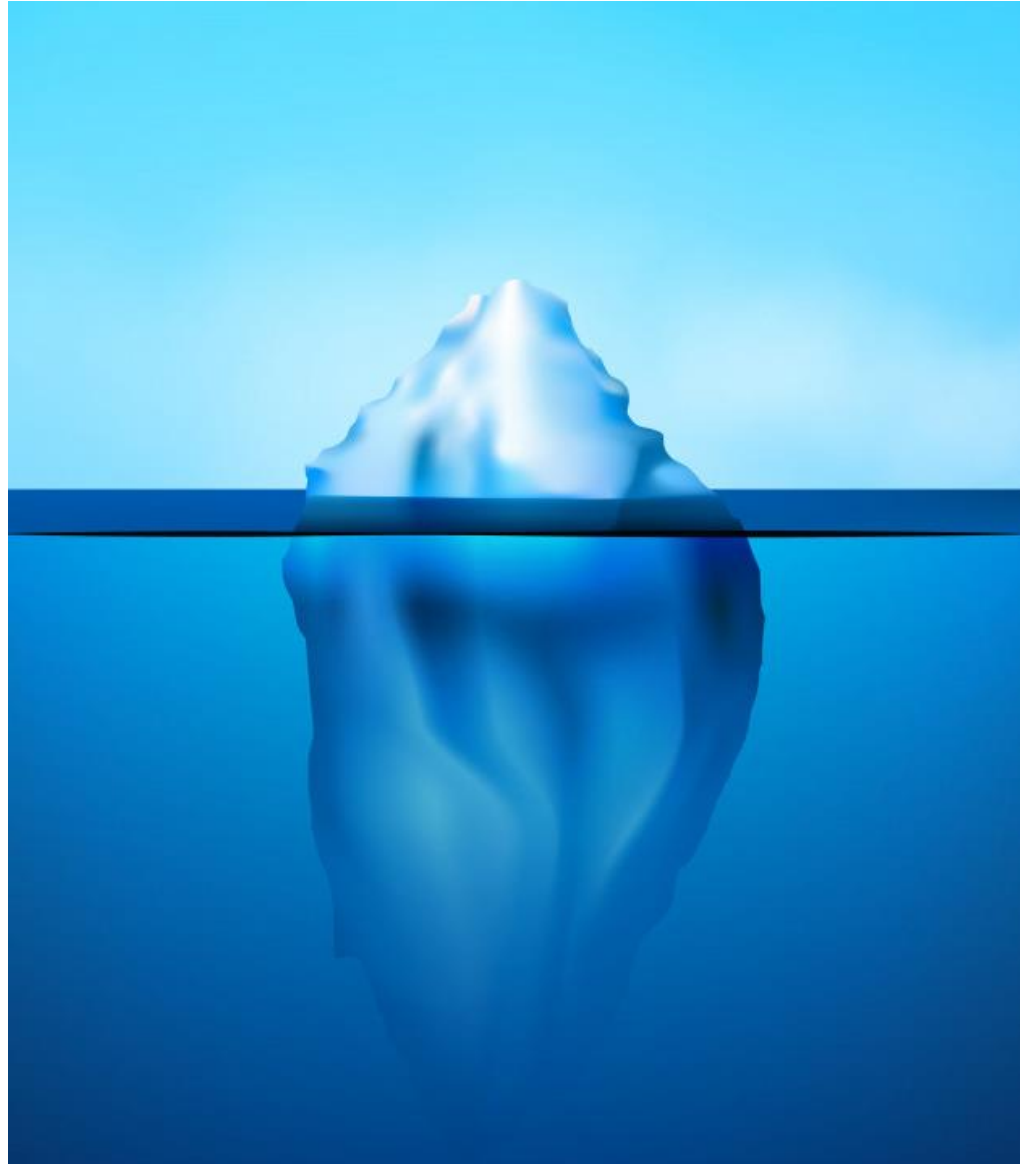

Latin (29%)

from Proper Names (4%)

Other Languages /Unknown (6%)

Greek (6%)

French (29%) (includes Anglo-French)

Germanic Languages (26%) (Old/Middle English, Old Norse, Dutch)

From the blog
https://www.thedockyards.com

At the individual level

Language use

Language as an emergent phenomenon

Linguistic/cultural repertoires and trajectories. Socialisation into communities, social and (inter)cultural experiences. Individual agency. Co-construction of meaning. Languaging/plurilanguaging

When it comes to languages what we see is really just the tip of the iceberg

So, how can we cope with all these levels of diversity and change?
How can we rethink (language) education?

We need to:

- rethink our categories, terminology and paradigms

- move from a 'paradigme de la simplicité' to a 'paradigme de la complexité' (Morin, 1980)

- go beyond the Cartesian vision of sciences : dualism and linearity (search for simple constituting elements)

Away from linear view:
languages are not collections of interchangeable labels to be applied to objects and concepts

Systemic complex thinking acknowledges subjectivity and cultural diversity
"What do we think of when we hear the word 'bread'?"

Moving from a linear to a complex vision in LE

- Traditionally, communication and language learning were seen as **linear and monolingual**: learn to communicate a message in one language at a time, learn in the class to later communicate outside of the class (language + culture)

- Now, communication and language (learning) are seen as **complex**:
  - Language emerges from complex webs of actions, which all require some form of **mediation**.
  - Mediation is at the centre of understanding, thinking, meaning-making, collaborating – acting as a **social agent**.
  - "**plurilingualism** appropriately reflects the complex ecology of language learning and use." (Larsen Freeman & Todeva, 2021: 211)

From simplicity to complexity:

- Complexity should be embraced: **scaffolding** (with **authenticity**) not dumbing down (simplified readers)

- Complexity of **tasks** (multistep, challenge); **language** (*complexity*, accuracy, fluency)

- No 1-to-1 relationship between words and meaning – in/across languages → **construction of meaning**

- From analytical (discrete items/skills) to holistic: situated learning → multiphase tasks / integrated skills → **mediation**

- Language repertoire is holistic and integrated embracing all languages, varieties, registers → **plurilingualism**

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New vision of language education

plurilingualism/pluriculturalism

mediation

action-orientation

From multilingualism to plurilingualism: two Latin prefixes as conceptual springboards

- "multi-" stresses the multiplication of singularities: adding together a series of elements like numbers in a multiplication, or people in a multitude

- emphasis on the boundaries between languages (and cultures)

- a patchwork or a quilt of neatly arranged multicolored pieces

"pluri-" highlights the holistic idea of valuing — and building on plurality, of considering embedded difference.

Emphasis on permeability and porosity of languages and cultures, the dynamic moulding of one's repertoire, the flow of the construction of plurilingual and pluricultural competence.

a watercolour painting, in which the different colours merge into one another seamlessly to create something unique.

MEDICAL PHARMACY

FARMACIA RECEITA

NHÀ THUỐC TÂY TOA THUỐC
FARMACIA PRESCRIZIONE

藥房 配方 약국처방

A street in Toronto

A picture says it all

Baba's
Take-Away

Nicht nur
Take-Away
auch zum
mitnehmen
und
to-go!

A stroll in Zurich

Multilingualism
- languages side by side
- addition of elements

Plurilingualism/Pluriculturalism
- a network of languages/cultures
- dynamic interrelationships

Two opposite visions in language education

Trying to reduce complexity to allegedly facilitate communication and integration.

Teaching one language at the time with the native speaker's model in mind
Monolingualer Habitus (Gogolin, 1994)

Opening to multiple languages and valuing multiple perspectives (linguistic, cultural, emotional and cognitive).

Embracing the inevitable complexity (Verspoor, de Bot and Lowie, 2011) while recognizing both challenges and opportunities

Considering linguistic and cultural diversity of learners' life trajectories as an asset rather than a problem, an obstacle

Life trajectories and language biographies unfold naturally as one progresses through life, something that grows and is shaped by the different events, contacts, experiences that characterize our existence as human being.

Dalla mia biografia linguistica….

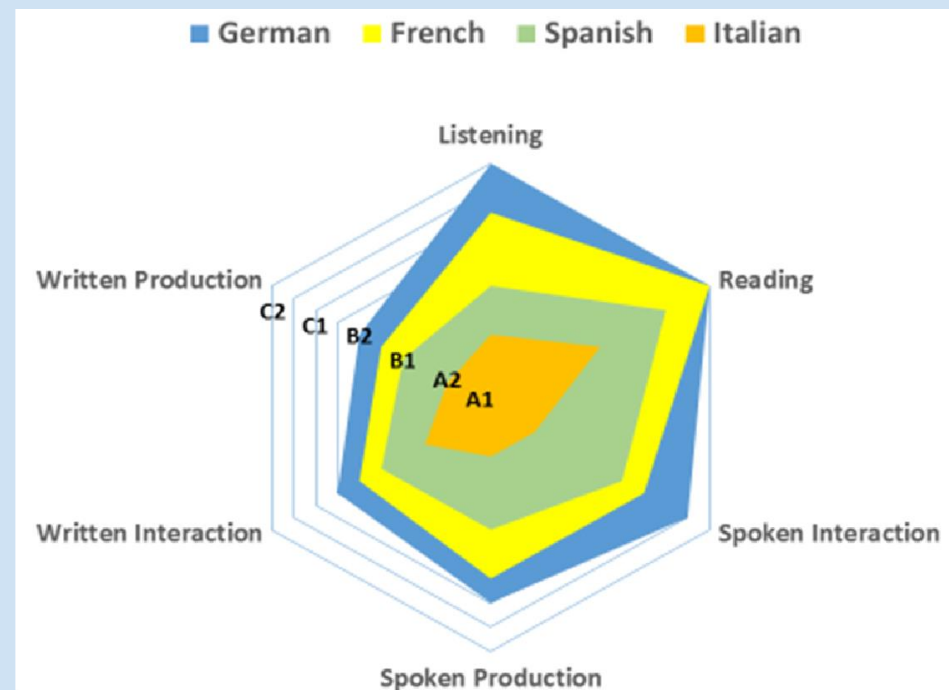# E la vostra biografia linguistica?

But can we make sense of this process? Are we even aware that we have a language biography? This is not automatic…

¿Qué lenguas hablas?

Plurilingusme: le répertoire linguistique dynamique et évolutif d'un apprenant/utilisateur (CEFRCV, 2020: 30 version anglaise)

A plurilingual profile in the CEFRCV (Figure 8, p.39)

Pour approfondir:
Piccardo, E., Germain Rutherford A., & Lawrence G. (Eds.) (2022). *The Routledge Handbook of Plurilingual Language Education*
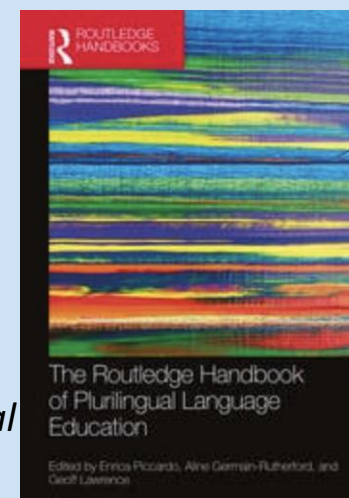
New vision of language education

plurilingualism/pluriculturalism

mediation

action-orientation

Language is an activity, it is something we do but, more importantly, it is something we do together

We move **from *language* as an entity to language as a process** (*languaging*)

Plurilingualism refers to the **dynamic, creative process of 'languaging' across the boundaries of language varieties**

Moving to language as a process (*languaging*) implies embracing a *mediational perspective*

Both communication and language learning are now seen as *situated* and *complex*

Mediation at the core of knowledge (co)construction, (re)construction

In language education mediation acts as a prism which reveals what is behind the act of *languaging*
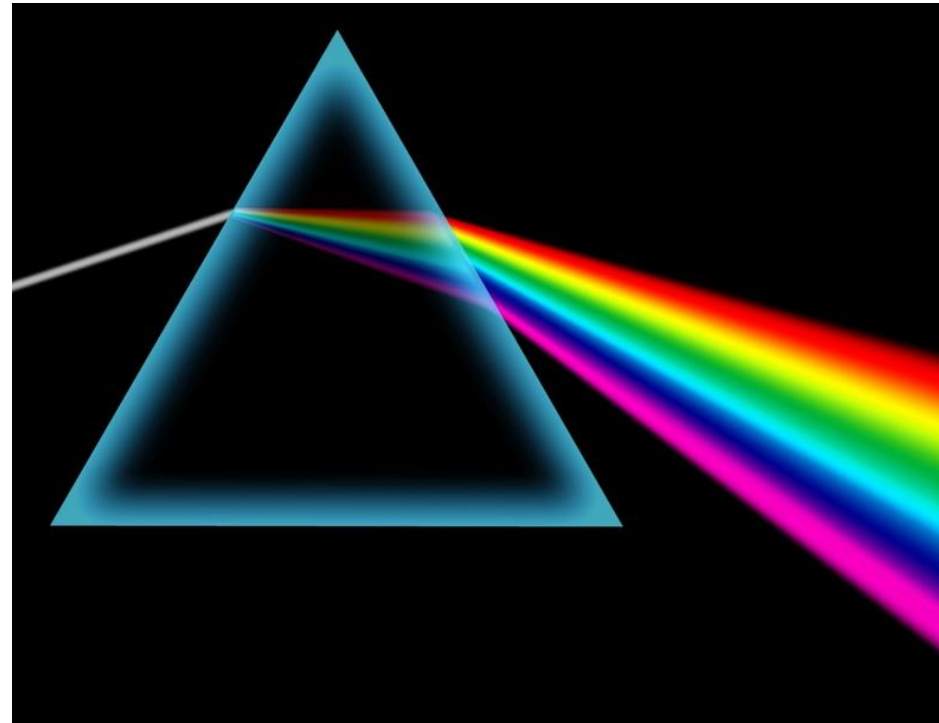
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The AoA: a new conceptual framework

"The AoA implies a move from a paradigm of linearity and simplification focusing on knowledge to a paradigm of complexity focusing on competence, where the object of study (language), the subject learning it (language user), the action (language use) and the reflection (metacognitive/ metalinguistic phase) are interconnected and interdependent"
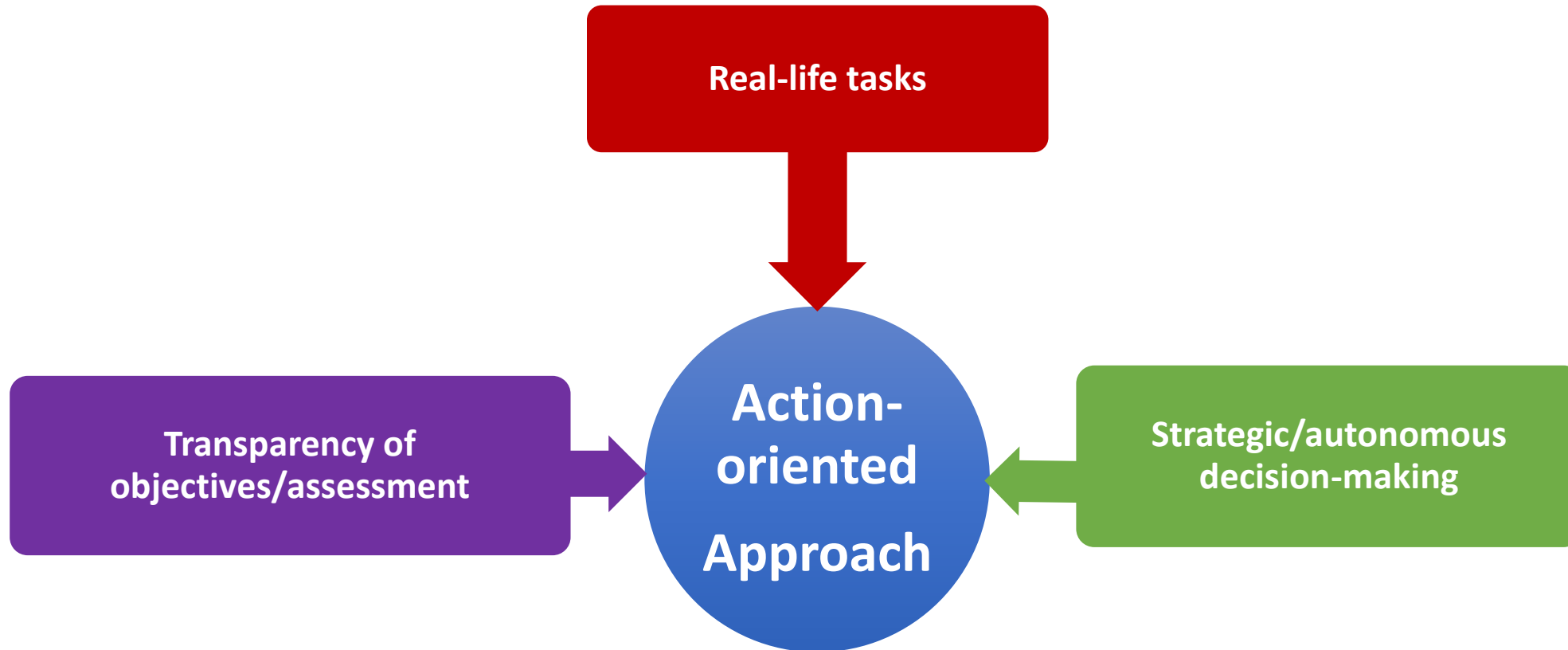
(Piccardo & North, 2019: 52)
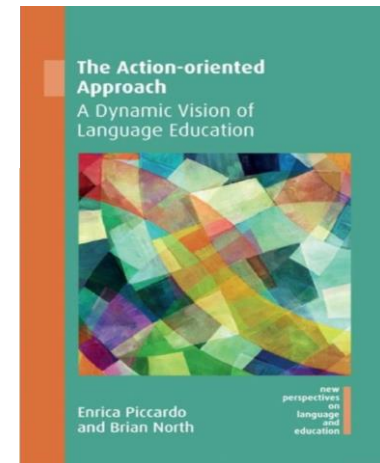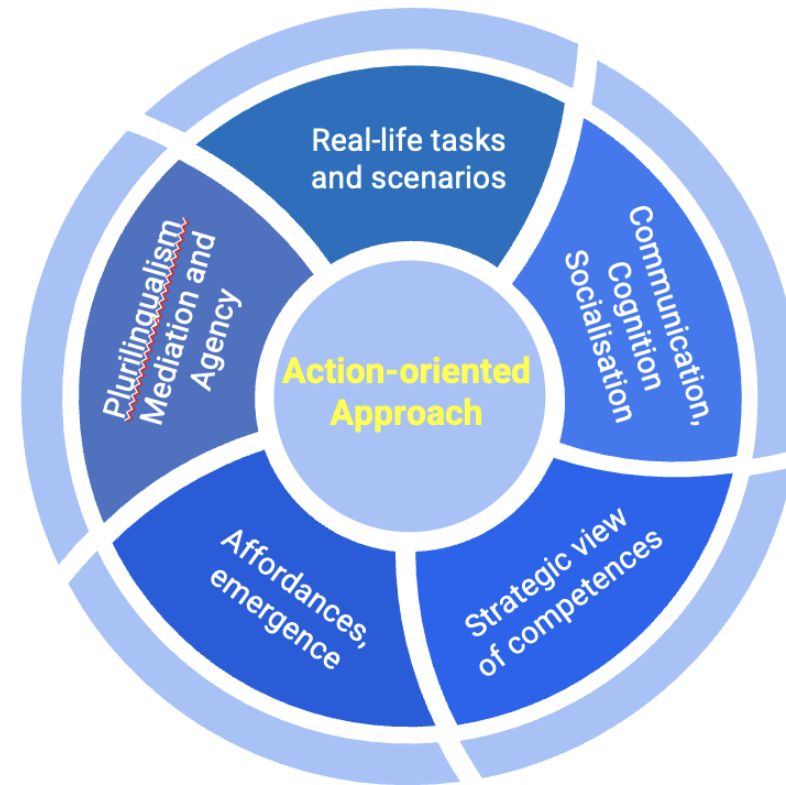
Piccardo, E. & North, B. (2019). *The action-oriented approach: A dynamic vision of language education*. Bristol: Multilingual Matters

Communicative approach	Action-oriented approach
Main aim: functional and communicative (communicating in a foreign/second language)	Main aim: social (acting in another language, acting for reaching a shared goal, a common action)
Tasks with a linguistic aim, calibrated according to their level of linguistic difficulty, implying a final project or not	Increasingly complex tasks, not exclusively linguistic, problem-situations implying a strategic decision making process
Knowledge of the language, linguistic skills and know how, communication strategies	Transfer and strategic mobilization of competences > savoir d'action/savoir agir
Language goal (linguistic knowledge/savoir and skills/savoir-faire)	Non linguistic goal: accomplishing a mission

Adapted from Bourguignon, 2010

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20 years ago, the CEFR pioneered **the idea of linguistic and cultural diversity as a resource**, **valuing uneven dynamic profiles**

Plurilingualism is … an **uneven and changing competence**, in which the user/learner's resources in one language or variety may be very different in nature to those in another.

Plurilinguals have a **single, inter-related repertoire** that they combine with their general competences and various strategies in order to accomplish tasks

In 2020 the new CEFR foregrounds the three key concepts of **of Plurilingualism, Mediation and Action-orientation**

Plurilingualism: the dynamic and developing linguistic repertoire of an individual learner/user; **Plurilingualism/Pluriculturalism:** a network with multiple connection > dynamic interrelationships

Mediation: the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning within and across languages

Action-orientation: learning happens in real-life oriented scenarios and tasks that make space for agency and collaboration

New descriptors for mediation, online interaction and plurilingual/pluricultural:

- highlight the CEFR message

- broaden language education for 21st century:

  ➔ language as an activity

  ➔ learners as plurilingual beings

  ➔ language learning as a lifelong process

The CEFR and its descriptive scheme
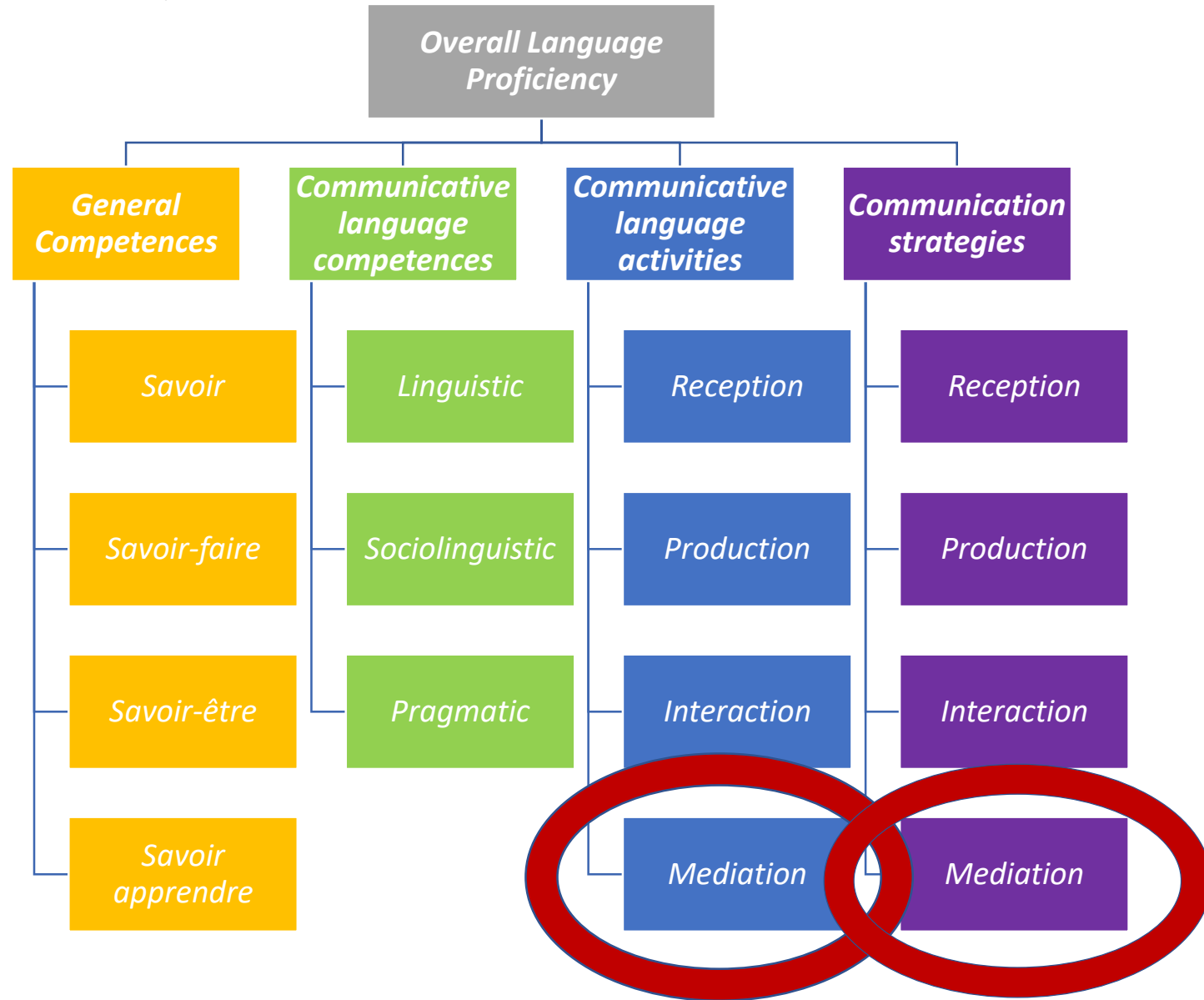
Mediation 2020

"In mediation, the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes from one language to another (cross-linguistic mediation). The focus is on the role of language in processes like creating the space and conditions for communicating and/or learning, collaborating to construct new meaning, encouraging others to construct or understand new meaning, and passing on new information in an appropriate form. The context can be social, pedagogic, cultural, linguistic or professional." (Council of Europe, 2020: 90)

The CEFR mediation categories help see what social agents do while languaging

Mediating Communication	Mediating Concepts	Mediating Texts

Creating space, managing tensions, self-other regulation, guidance

(Co)constructing meaning/knowledge social ↔ individual

Reformulating, transcoding, alternating languages, switching oral to written, changing genres, combining text and other modes

- **in one language / across languages**
- **alternating languages / meshing languages**

Mediating text

*Can relay (**in Language B**) specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails) (**in Language A**).*

Language A and Language B may be:
- **two different languages**,
- **two varieties** of the same language,
- **two registers** of the same variety,
- **two modalities** of the same language or variety,
- **or any combination of the above**.

However, they **may also be identical**.

Figure 14 – Mediation activities and strategies

- **Mediation**
  - **Mediation activities**
    - **Mediating a text**
      - Relaying specific information
      - Explaining data
      - Processing text
      - Translating a written text
      - Note-taking
      - Expressing a personal response to creative texts
      - Analysis and criticism of creative texts
    - **Mediating concepts**
      - **Collaborating in a group**
        - Facilitating collaborative interaction with peers
        - Collaborating to construct meaning
      - **Leading group work**
        - Managing interaction
        - Encouraging conceptual talk
    - **Mediating communication**
      - Facilitating pluricultural space
      - Acting as an intermediary
      - Facilitating communication in delicate situations and disagreements
  - **Mediation strategies**
    - **Strategies to explain a new concept**
      - Linking to previous knowledge
      - Adapting language
      - Breaking down complicated information
    - **Strategies to simplify a text**
      - Amplifying a dense text
      - Streamlining a text

Mediation and the Pluri- dimension are closely connected

- *Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.* (B1; 'Overall mediation')

- *Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas.* (B2; 'Facilitating pluricultural space').

- *Can encourage members of a group to build on one another's information and ideas to come up with a concept or solution.* (B2; 'Encouraging conceptual talk')

- *Can act effectively as a mediator, helping to maintain positive interaction by interpreting different perspectives, managing ambiguity, anticipating misunderstandings and intervening diplomatically in order to redirect the conversation. Can build on different contributions to a discussion, stimulating reasoning with a series of questions* (C1; 'Overall mediation')

Mediation is at the core of descriptors of plurilingual and pluricultural competence

In the scale '**Building on plurilingual repertoire**' the learner/social agent mobilizes their repertoire in different languages

- for a purpose, explaining a problem or asking for clarification (A2),

- to facilitate comprehension between third parties (B2) > acting as a mediator through languages,

- to create the conditions for others to use different languages (B2) > role modelling openness to linguistic plurality.

- to facilitate communication by using all their agency in a multilingual context, in which they can alternate between languages and also employ different forms of linguistic/textual mediation (C1) > mediating between people in a social context

Examples of descriptors

Plurilingual comprehension A2

- *Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in different languages.*

Building on plurilingual repertoire A2

- *Can mobilise his/her limited repertoire in different languages in order to explain a problem or to ask for help or clarification.*

Building on pluricultural repertoire A2

- *Can recognise that his/her behaviour in an everyday transaction may convey a message different to the one he/she intends, and can try to explain this simply.*

Linguistic and cultural diversity as an educational resource?

Yes, **but** not *per se* …

Mixing (*métissage*), unbalance, overcoming of norms, « *in-between spaces* » **need to be valued**

The new plurilingual dynamic vision requires learners (and teachers) to develop **awareness**

Plan

- Evolution of societies: things are moving and changing
- Life trajectories/language biographies
- Change of perspective: not everything is visible
- **Mediation: opening to a new conceptualization**
- Mediation and the new CEFR
- From theory to practice: Implications for teaching

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Awareness is the key

Metalinguistic and metacultural knowledge as a keystone in plurilingualism and CLIL

Discourse: both a "path" and a "door" to knowledge

Language knowledge	Discourse	Content Knowledge
Remediation		**Mediation**

Savoirs linguistiques.	Discours	Savoirs disciplinaires
Remédiation		**Médiation**

Gajo, 2006

In L2 the metalinguistic function is central: the link between discourse and its linguistic tools is a process of (re)mediation

Density of discourse (Content Knowledge) > mediation
Opaqueness of discourse (Language Knowledge) > (re)mediation

From theory to practice

- Opaqueness (L2) : opportunity to work on density (Content)

- Integrating language and content (and culture) is important for dealing with complexity

- CLIL is the ideal context to raise awareness (linguistic, cultural…) and encourage and enhance mediation

Three examples from practice

- Strawberry / Erdbeere / fraise / fragola
- Raspberry / Himbeere / framboise / lampone
- Blackberry / Brombeere / mûre /mora

From opaqueness (L2) to density (Content)

- In romance languages (e.g., French, Italian) scientific terms are linked to the Greek/Latin roots like the following: *cytoplasme/citoplasma, myocarde/miocardio, céphalopode/cefalopode*…

- French/Italian learners do not have the reflex to subdivide/analyze the word. They try to memorize it globally (unless guided through the etymology).

- Being faced with a language that employs more systematically compound words (like English or German) **can help understand scientific vocabulary**.

Other examples:

- *ear drum / timpano*

- *lifeguard / bagnino*

This awareness-raising process benefits both the language and the content

… but also the (inter)cultural and pluri- dimension

	Skills Interpret and relate (*savoir comprendre*)	
Knowledge of self and other; of interaction; individual and societal (*savoirs*)	**Education** political education critical cultural awareness (*savoir s'engager*)	**Attitudes** relativising self valuing other (*savoir être*)
	Skills discover and/or interact (*savoir apprendre/faire*)	

(Factors in intercultural communication, Byram 1997: 34)

Classic advantages of CLIL …

- A lot of language while learning content (incidental language is relevant to their needs, not artificial)
- Building on each student's language repertoire
- Contextualized learning (and discourse)
- Use of authentic situations and materials
- Exposure to complex, challenging tasks > intrinsic motivation
- Explicit work on strategies
- Metacognitive dimension
- Openness to otherness and complexity (leaving comfort zone)
- Flexibility and adaptability of the curriculum

- … and teacher development (transdisciplinary, collaborative)

… are naturally connected to the new vision foregrounded by the CEFRCV

- **Plurilingualism/pluriculturalism**

  - Building on each student's language repertoire
  - Openness to otherness and complexity (leaving comfort zone)

- **Mediation**

  - Explicit work on strategies
  - Metacognitive dimension

- **Action-orientation**

  - Contextualized learning (and discourse)
  - Use of authentic situations and materials
  - Exposure to complex, challenging tasks > intrinsic motivation

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Bringing this vision in the everyday CLIL class through scenarios

Scenarios offer a space for plurilingualism/pluriculturalism, mediation and action-orientation:

"Scenarios are **blueprints for projects** and they contain one (or more) **culminating, action-oriented tasks** that provide the necessary coherence to the entire scenario. Users/learners are working towards **a precise goal** and each task implies the creation of **some form of artefact** (it can be a written or an oral text, or a multimedia product involving some other semiotic code(s), like pictures or graphics, etc.)".

(Piccardo & North, *The Action-oriented Approach*, Multilingual Matters, 2019, p. 272)

One Scenario Example: Food and Healthy Eating

- Scenario Description:

"Healthy eating is a very important part of a healthy lifestyle. To encourage good eating habits in the community, the principal has announced a contest for a new school breakfast menu. You've decided to create a new healthy menu that most of your friends will be happy about, but you don't know much about what your friends like and don't like to eat. Once you submit your idea, the whole class will vote together on which menu to submit it to the principal"

- Scenario Goals:

- understand more about the importance of healthy eating

- ask and answer questions about food likes/dislikes

- write a short text about their healthy food habits

What will students be learning to **DO** in the language to achieve the scenario?

Student-centered language:
1) *I can have a short conversation about what I like to eat.*
- *Can take part in a simple **conversation** of a factual nature on a **predictable** topic (e.g. family, school, likes and dislikes, etc.*
1) *I can write about what I eat every day using simple words and sentences.*
- *Can **write** about matters of personal relevance (**e.g. likes and dislikes**, family, where they live and do, pets) using simple words and basic expressions*

How will students complete the different activities? At which level of difficulty?

1) Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire
- *I can use a few simple sentences to talk about what I like to eat.*
1) Can copy familiar words and short phrases (e.g. names of everyday objects and set phrases used regularly)
- *I can use some food vocabulary and days of the week to write down what I ate .*

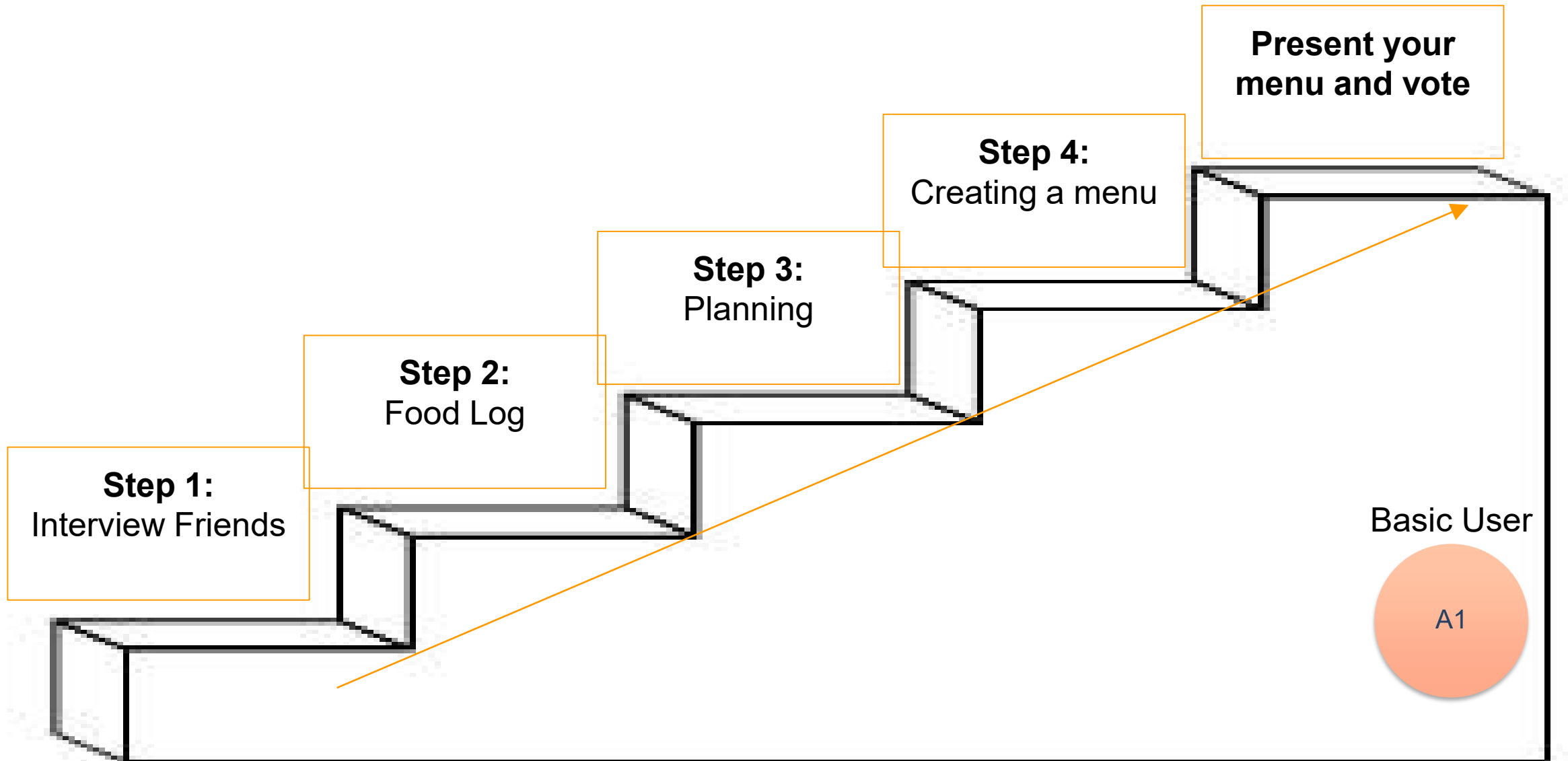Over the course of a week, you will write down what you eat every day. *What foods do you like to eat? Are you eating a healthy diet?* Share your log with a small group. *Are there any similarities between diets? Differences? What are some common food items? How will this information help you to create the perfect menu?* Remember that you'll want to create something that all your friends will enjoy!

- Can use simple words to write personal information in a journal (e.g. Today, I ate carrots for lunch)
- Can communicate basic information about personal details

Step 1:
Interviewing friends about their food preferences

Step 2 & 3:
Food Log & Group Share

Basic User

A1
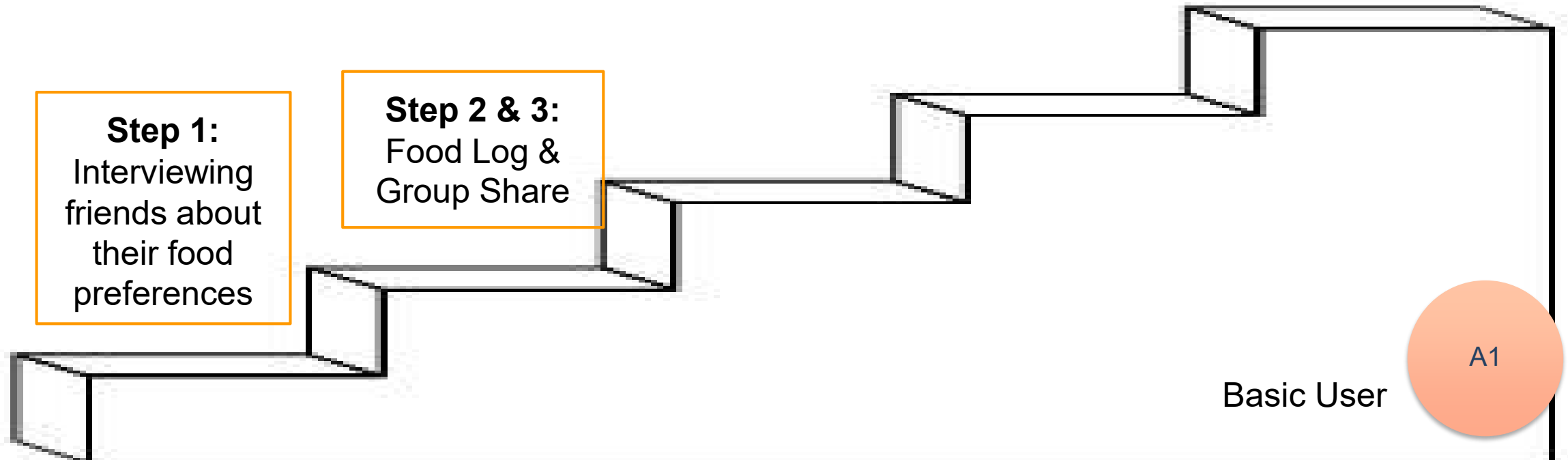
Food and healthy eating lesson: *menu scenario* - implementation

Present your menu and vote

Step 4:
Creating a menu

Step 3:
Planning

Step 2:
Food Log

Step 1:
Interview Friends

Basic User

A1

CEFR "Can Do" statements: Can we imagine a similar action-oriented scenario <u>at a higher proficiency level</u>?

A1 (WHAT)	• I can have a short conversation about what I like to eat.
A1 (HOW)	• I can use a few simple sentences to talk about what I like to eat.
B1 (WHAT)	• I can prepare a short presentation about healthy eating habits using some visual support (PowerPoint, posters) • I can reply to unplanned questions on the topic I'm presenting on
B1 (HOW)	• I can follow the conventions of a presentation • I can reply to a question by giving a brief reason and explanation about healthy food

A1

B1
A2
A1

Our healthy community (B1 independent user)

Healthy eating is a very important part of a healthy lifestyle. To help encourage good eating habits, your class has decided to teach your community about healthy eating during an upcoming school assembly. To prepare for this task, you will need to:

- ❏ **interview** classmates about their health and well-being to think about changes
- ❏ **reflect on** of your own healthy choices
- ❏ **compare** several healthy food options to discuss their benefits & preparation
- ❏ prepare a simple pamphlet introducing the food items to the school community
- ❏ Plan a short presentation and be prepared to answer audience questions

At the assembly, you will distribute the pamphlets to other community members and ask and answer their questions about healthy eating

- Understand more about the importance of healthy eating
- Compare and contrast alternatives for healthy eating
- Promote healthy eating in the community

Present your new menu

Step 4: Create a pamphlet

Step 3: Compare alternatives

Step 2: Reflect on healthy habits

Step 1: Interview Friends

Independent User

B1

A2

A1
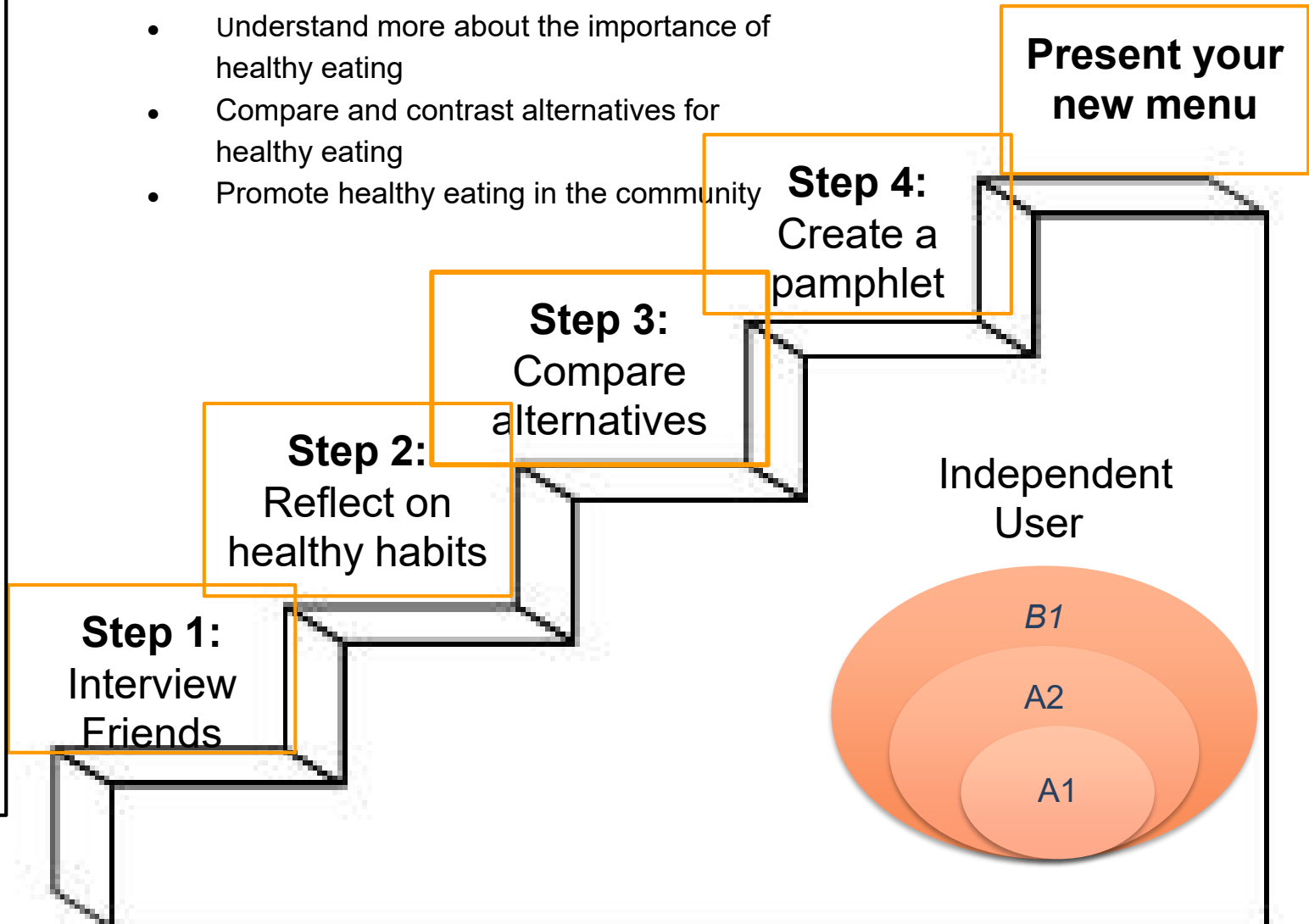
Orienting students to a scenario

"Healthy eating is a very important part of a healthy lifestyle. To encourage good eating habits in the community, the principal has announced a contest for a new school breakfast menu. You've decided to create a new healthy menu that most of your friends will be happy about, but you don't know much about what your friends like and don't like to eat. Once you submit your idea, the whole class will vote together on which menu to submit it to the principal"

- What are some healthy and unhealthy foods? (pictures)
- What does a healthy menu look like? (pictures)
- Which words for healthy food items do you already know?
- What else will we need to learn in order to complete this task?

Step 1

Sample activity # 1

In order to create the perfect menu, you'll first need to find out which healthy foods your friends like to eat. Can you think of a question to ask your friends in order to find out what they like? Use the handout provided to help you record this information. Compare your answers with a friend. Which foods do most people like? Which foods do most people not like? Then, think about which foods you might include in your menu. Why?
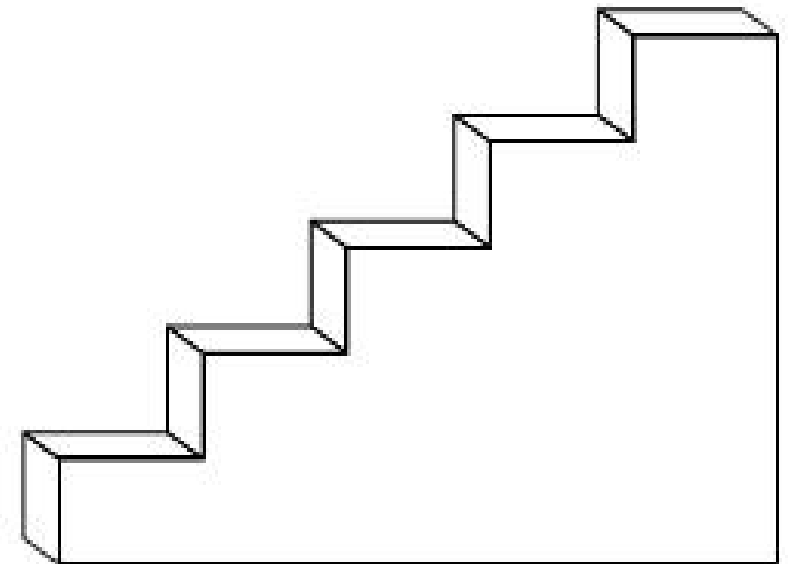
CLIL scenarios: Economic Development - Tourism

RESEARCHING THE DIFFERENT DISTRICTS AND LIKELY PRICES, PUT TOGETHER A DIGITAL BROCHURE FOR AN ECO TURISM VACATION IN ECUADOR RAINFOREST (WITH ENVIRONMENTALLY SOUND DESIGN) TO HIGHLIGHT THE DIFFERENT ECOTOURISM PRINCIPLES ON OFFER.

Cambridge IGCSE
Geography
Second Edition
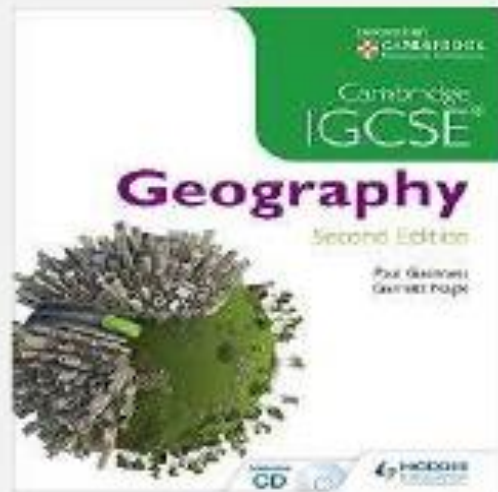
The Quichua people insist that all visitors must abide by certain rules and regulations

Exchanges of clothing or other personal items with community members are not allowed. Nor are community members allowed to accept gifts.

Avoid any displays of affection, even with close friends. In this community it is considered rude to hold hands or kiss in public.

When walking in the rainforest:
• do not touch any branches without looking carefully first. They may carry thorns, dangerous insects or even snakes
• do not pull on branches or vines – they may fall down on top of you.

If you need to go to the toilet, and facilities are not immediately available, go to the side of the rainforest track, never in or near a stream or lake.

Visitors should never go off alone. It's easy to get lost in the rainforest.

All rubbish, e.g. empty bottles and tubes, must be taken away by visitors.

Do not enter people's houses without being invited in. Do not make promises you may not be able to keep, e.g. to send back photos after the visit.

Always check first before touching plants or animals. They may cause a rash, or sting you. Do not collect plants, insects or animals unless you have permission.

Figure 15 Ecotourism in Ecuador's rainforest

Emma Abbate

CLIL scenarios: Population

IN GROUPS READ THE ARTICLE, THEN JOIN TRICIDER VIRTUAL SPACE TO POST YOUR OPINION: DO YOU AGREE WITH THE WARNING GIVEN BY DR ERIC TAYAG? EXPLAIN YOUR VIEW AS GROUP AND COMMENT ON EACH OTHER'S POSTS. ETWINNING STUDENTS FROM OTHER SCHOOLS WILL JOIN THE CHAT ROOM. AFTER HAVING COLLECTED IDEAS, VOTE.

Emma Abbate

SALUBONG . . .
Welcoming the PHILIPPINES'
Symbolic 7 Billionth Baby
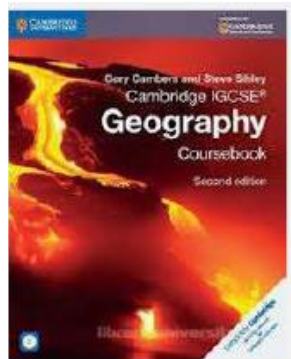
POPULATION REACHES 7 BILLION

Countries around the globe marked the world's population reaching 7 billion on Monday, with lavish ceremonies for newborn infants symbolising the milestone and warnings that there may be too many humans for the planet's resources.

Festivities are being held worldwide, with a series of symbolic seven-billionth babies being born. The celebrations began in the Philippines, where baby Danica May Camacho was greeted with cheers at Manila's Jose Fabella Memorial Hospital.

'She looks so lovely,' the mother, Camille Galura, whispered as she cradled the baby, who was born about a month premature.

The baby was the second for Galura and her partner, Florante Camacho, a struggling driver who supports the family on a tiny salary.

Dr Eric Tayag of the Philippines' Department of Health said later that the birth came with a warning.

'Seven billion is a number we should think about deeply,' he said.

'We should really focus on the question of whether there will be food, clean water, shelter, education and a decent life for every child,' he said. 'If the answer is no, it would be better for people to look at easing the population explosion.'

Adapted from *NBC World News*, 31 October 2011

CLIL scenarios: Carbon Footprints

WHAT ARE YOU GOING TO DO TO REDUCE YOUR CARBON FOOTPRINT? USE INFORMATION FROM THE WEB SITE HTTPS://WWW.CARBONFOOTPRINT.COM/ THEN, AS GROUP, WRITE DOWN SOME SUGGESTIONS TO CREATE A CHALLENGE FOR YOURSELF AND POST IT TO THE CLASSROOM GEOGRAPHY BLOG TOGHETER WITH A DIGITAL POSTER TO PROMOTE THE CHALLENGE. AT THE END OF THE COURSE WILL SEE HOW THIS WENT

Emma Abbate

Thus scenarios:

- are **unifying tools** making it possible to structure learning around actions that are **vivid**, **defined**, and **concrete**.

- move away from an accumulation of knowledge and know-how toward **a logic of strategic activation** of linguistic/cultural resources in order **to achieve an objective**

- move away from a monolingual/linear vision toward **a plurilingual/complex vision**

Organizing the course around scenarios with culminating tasks also makes it possible to **link teaching and assessment** right away

If you work with scenarios these scales of **mediation** descriptors may be very useful

Mediation activities and CLIL

- Collaborating to construct meaning
- Processing text (Summarising)
- Explaining data
- Visually presenting information

Mediation strategies and CLIL

- Breaking down complicated information
- Linking to previous knowledge
- Streamlining a text

With action-oriented plurilingual scenarios

- L1 is recognised as always present in the classroom

- Language and identity are intertwined

- L1 is seen (and L2s can also be seen) as an asset in learning another language

- Metalinguistic awareness is encouraged through reflection and comparison – which helps personal development

- Such "awakening to languages and cultures" develops interculturality

- Learners gain a feeling of empowerment and confidence boost

Principles for plurilingual [CLIL] teaching

1. Teachers and students draw on the diverse language ecology of their school community in content-based teaching and learning

2. Parents, families, and community members are invited to contribute their language and cultural expertise

3. Students of different language, cultural, and social backgrounds work collaboratively on multilingual activities and projects

4. Teachers explicitly support students' metalinguistic awareness by engaging students in comparing different languages

5. Students produce and publish collaborative, critical, and creative multilingual inquiry-based projects for authentic audiences

Prasad, G., & Lory M.P. (2019). Linguistic and Cultural Collaboration in Schools: Reconciling Majority and Minoritized Language Users. *TESOL Quarterly, 54*(4), 797-822.

One Sunday
afternoon
in Toronto

merci **grazie** **gracias**
danke **thank you**
obrigada

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