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# Module ML1: Language



## Includes:

- **Teacher's compendium:**
- **Overview of the content and teaching methods of the module/Outline of topics and concepts covered in the module;**
- **List of learning outcomes associated with the module;• References (including only the references used for module design), reading list (essential readings not necessarily before the module) and further reading suggestions (digging deeper);**
- **Teaching unit: 4 fundamental topics and 5 advanced skills (= content) with hands-on research-informed, experiential and cooperative activities and materials;**
- **Reflection tool kit for students and assessment/reflection suggestions for teachers.**



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# Teacher's Compendium (for the whole module)

## Overview

Starting with (pre-service) teachers' individual language learning histories, the teaching unit is designed to explore the transition from conventional monolingual approaches towards a more flexible, plurilingual classroom practice. Identifying relevant models of intercultural communication (cf. MC1), e.g. Byram (1997), influential research in the field of translanguaging, e.g. García (2009, 2017) and documents published by the European Council, pre- and in-service teachers are expected to use self-directed learning as a prerequisite for a thorough comprehension of topics in the field in order to display a sophisticated level of academic discourse in plenary sessions. The idea of a "flipped classroom" can be employed in order to facilitate pair and group work later on, i.e. when working on specific products.



# Teacher's Compendium (for the whole module)

Due to the complexity of the field, it is crucial to focus on a limited number of aspects connected to the plurilingual approach, while raising awareness for current research and influential documents such as the CEFR, FREPA, etc. In order to encourage interaction and collaboration among (future) FL teachers, tasks are designed to yield products such as infographics or (TED-talk style) presentations.

The whole unit of work is designed to be process- and product-oriented. Hence, pre-service teachers are asked to share details of their learning process by uploading notes and comments to a joint platform, e.g. MOODLE. While all participants are required to study all the reference mentioned in the teaching unit in order to reach the same standard of theoretical preparation, there is more choice when it comes to case studies and materials from classroom practice. Methods such as “Think-Pair Share” or jigsaw activities are supposed to foster independent learning as well as critical thinking skills with a view of eventually producing learning resources themselves.

# Teacher's Compendium (for the whole module)

Each teaching unit is designed as a toolbox from which separate units can be taken and adapted according to need, thus doing justice to the diversity of classrooms and target groups.

This way, more lively discussions and also critical peerfeedback are encouraged than would be the case if participants merely took notes and only infrequently participated in classroom discourse. Equipped with a sound basis of knowledge about plurilingual practices, higher thinking skills are encouraged in order to enable (future) teacher practitioners to quickly evaluate and adapt content. Therefore, command words such as “examine”, “evaluate” and “assess” frequently feature in the tasks chosen, particularly regarding the essay and research questions.

# Unit 1



## Overview of Unit 1:

This unit deals with the concepts of plurilingualism and plurilingual competence and the application of these concepts in understanding students' individual plurilingual profiles.

AIM: understand the concepts of plurilingualism and plurilingual competence; guide students towards an evaluation of their individual plurilingual profile

## Unit's Learning Outcomes:

By the end of the unit pre-service and in service teachers will be able to:

- ✓ reflect on the concepts of plurilingualism, plurilingual competence and their own individual-plurilingual profile
- ✓ get to know tools and instruments that help them (and their future students) to visualize, recognize and describe their individual plurilingual profiles
- ✓ critically reflect on benefits and possibilities of implementing these tools and instruments in EFLclassrooms

# Unit 1



## Setting up Activity 1

### GROUP SIZE

up to 40 students

### ESTIMATED TIME

30 minutes

### TRAINING METHODS

reading, small-group discussion, individual writing

### MATERIALS

texts: Common European Framework (2001: 4–5) and its Companion Volume (2018: 28)

### EQUIPMENT AND SUPPLIES

no supplies necessary

### VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged for discussions in small groups or pairs



# Unit 1

## Trainer's Notes

The following activity focuses on students' notions of their language learning history. Have students read the short excerpts from the Common European Framework (2001: 4–5) and its Companion Volume (2018: 28) which describe the notions of plurilingualism, multilingualism and plurilingual competence as defined by the Council of Europe.

After students have read the excerpts, have them discuss the following question in pairs or small groups:

“Do you consider yourself to be plurilingual?”

After that, students write a short paragraph to elaborate on the following sentence:

“I (don't) consider myself to be plurilingual because...”

# Unit 1



## Setting up Activity 2

### GROUP SIZE

up to 40 students

### ESTIMATED TIME

30 minutes

### TRAINING METHODS

individual reflection, whole-class or small-group discussion, pair work

### MATERIALS

outline of a human body shape

### EQUIPMENT AND SUPPLIES

paper for students to copy the outline of a human body shape

### VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged for discussions as a whole class and/or small groups or pairs



# Unit 1

## Trainer's Notes

Hand out the outline of the human body to each student. Students copy the following basic scheme of a human body or use the template provided with this unit. Ask students to imagine that this manikin represents them and to draw a language portrait of themselves by adding all the languages, dialects or other varieties they speak or that are somehow relevant to them personally.

Ask students to discuss the questions in the activity worksheet and take notes of their discussion, either as a whole class or in small groups.

As a follow-up, students prepare a short presentation of their language portrait. They discuss the portrait with a fellow student, in particular the differences and similarities, e.g., regarding the included languages, the motivation to include those languages or the design of the language portrait.



# Unit 1



## Setting up Activity 3:

### **GROUP SIZE**

up to 40 students

### **ESTIMATED TIME**

30 minutes

### **TRAINING METHODS**

individual work

### **MATERIALS**

An individual copy of User's Plurilingual Profile available for all students; the language portrait from Unit 1. Activity 2

### **EQUIPMENT AND SUPPLIES**

No special equipment necessary

### **VIRTUAL OR REGULAR TEACHING: ROOM SET-UP**

chair arrangement suitable for individual and pair work



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# Unit 1



## Trainer's Notes

Distribute the template User's Plurilingual Profile. Explain that this template is part of the European Language Portfolio which consists of three components: The Language Passport, the Language Biography and the Dossier. The template in this activity is part of the Language Biography. Ask students to fill it out for themselves individually.

You can download the template here: [Link](#)



# Unit 1



Once students are finished, ask them to compare the information they gave for their Language Biography to the information they gave in their language portrait. The following guiding questions might be helpful:

- Did you include the same languages in both formats? If not, what are the differences and what do you think caused them?
- What information do these formats elicit? What are similarities and differences?

Now have students study the **guide to compiling an ELP**. In pairs, students exchange ideas what features of the ELP – including the two formats you just worked with – they find feasible and useful for an EFL classroom (e.g., as part of a portfolio)?



# Unit 2



## Overview of Unit 2:

**This unit deals with the CEFR and its Companion Volume as the foundation of pluricultural and plurilingual approaches.**

**AIM: understand how pluricultural and plurilingual approaches are intertwined in the CEFR and its Companion Volume; demonstrate and deepen this understanding by synthesizing and sharing it indifferent presentation formats.**



# Unit 2



## Unit's Learning Outcomes:

By the end of the unit pre-service and in service teachers will be able to:

- understand how pluricultural and plurilingual approaches are intertwined in the CEFR and its Companion Volume
- present their understanding of pluricultural and plurilingual approaches in different formats, namely as infographics and as a recorded talk (or a script for a recorded talk).



# Unit 2



## Setting up Activity 1:

### **GROUP SIZE**

up to 40 students

### **ESTIMATED TIME**

90 minutes

### **TRAINING METHODS**

individual work, small group work

### **MATERIALS**

infographics based on CEFR (2001) in student materials

### **EQUIPMENT AND SUPPLIES**

paper and pencils

### **VIRTUAL OR REGULAR TEACHING: ROOM SET-UP**

chair arrangement suitable for individual and small group work



# Unit 2



## Trainer's Notes

Have students read chapters 1.3 (cf. Section 1), 1.4 and 6.1.3 of the CEFR (2001) (included with the activity materials). After that, ask them to prepare infographics reflecting general principles of pluricultural and plurilingual learning across the EU.

After they are finished with the infographics, ask them to compare their drawings to sample infographics (see student materials).



# Unit 2



## Setting up Activity 2:

### **GROUP SIZE**

up to 40 students

### **ESTIMATED TIME**

90 minutes

### **TRAINING METHODS**

individual work, small group work

### **MATERIALS**

webinar recording

### **EQUIPMENT AND SUPPLIES**

projector

### **VIRTUAL OR REGULAR TEACHING: ROOM SET-UP**

chair arrangement suitable for individual and small group work

# Unit 2



## Trainer's Notes

a. Play the 15-minute webinar “Plurilingual and pluricultural Competence in the CEFR” presented by **Enrica Piccardo** and ask students to prepare a **TED-talk\*** style input in which they illustrate the CEFR’s significance for the implementation of plurilingual and pluricultural competences to make it more accessible. Students may videotape their talk or prepare a script. Both products should be compared with peers and a model solution.

Link to the webinar: <https://vimeo.com/272757468>

b. After preparing notes for the talk, students should compare their notes with sample notes provided in the student version of the materials.

c. Students compare the following two statements and argue in favor of the one they tend to agree most with:

“The CEFR’s contribution to establishing pluri approaches in TESOL teaching cannot be overestimated because...”

“The CEFR’s contribution to establishing pluri approaches in TESOL teaching is greatly overestimated because...”

# Unit 3



## Overview of Unit 13

This unit deals with the concept of translanguaging classroom.

AIM: understand the term translanguaging in the context of plurilingualism theory as well as its implications in the classroom.

## Unit's Learning Outcomes:

By the end of the unit pre-service and in service teachers will be able to:

- ✓ be able to define the term translanguaging and its place against the backdrop of plurilingualism theory;
- ✓ understand the implications of 'plurilingual stance' to establish change in TESOL classrooms;
- ✓ use the 'translanguaging guide' to identify options for implementing translanguaging in the-classroom.

# Unit 3



## Setting up Activity 1:

### **GROUP SIZE**

up to 40 students

### **ESTIMATED TIME**

30 minutes

### **TRAINING METHODS**

whole class viewing; pair or small group work

### **MATERIALS**

Internet in the regular teaching option

### **EQUIPMENT AND SUPPLIES**

projector in the regular teaching option

### **VIRTUAL OR REGULAR TEACHING: ROOM SET-UP**

chair arrangement suitable for everyone to see the screen in the regular option



# Unit 3



## Trainer's Notes

Show students the lecture by Professor Ofelia García, available at the following link:

<https://www.youtube.com/watch?v=5l1CcrRrck0>

After viewing, have students complete the comprehension exercise in the student materials.



# Unit 3



## Setting up Activity 2:

### **GROUP SIZE**

up to 40 students

### **ESTIMATED TIME**

30 minutes

### **TRAINING METHODS**

individual work; group discussion

### **MATERIALS**

access to the text referenced in the activity

### **EQUIPMENT AND SUPPLIES**

no equipment needed

### **VIRTUAL OR REGULAR TEACHING: ROOM SET-UP**

chair arrangement suitable for individual work and small group work



# Unit 3



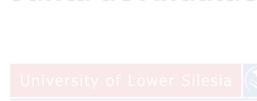
## Trainer's Notes

a. In order to put O. García's ideas into practice, one could argue that a "Plurilingual stance" is necessary. Ask students to read Choi`s, Ollerhead`s and French`s definition provided in the student materials with the activity.

With the whole class or in small groups, discuss how teaching practice is different from TESOL classes students are familiar with. On the other hand, what aspects of teaching remain the same?

Reference to the text: Choi, J. & Ollerhead, S. & French, M. (2018), Introduction, In: Choi, J. & Ollerhead, S. (eds.), Plurilingualism in Teaching and Learning. Complexities across Contexts. New York and London: Routledge, pp. 5f.

b. Have students consider the quote included in the student materials regarding plurilingual teaching and comment on the thoughts expressed. Go through the points a-j in the text from the previous activity once again and try to determine whether a "plurilingual stance" is still viable if the classroom teacher is not proficient in one or more of the languages used in the classroom.



# Unit 3



## Setting up Activity 3:

### **GROUP SIZE**

up to 40 students

### **ESTIMATED TIME**

90–120 minutes

### **TRAINING METHODS**

individual work

### **MATERIALS**

Celic's & Seltzer's Translanguaging Guide for Educators

### **EQUIPMENT AND SUPPLIES**

projector in the regular teaching option

### **VIRTUAL OR REGULAR TEACHING: ROOM SET-UP**

chair arrangement suitable for individual work

# Unit 3



## Trainer's Notes

a. Provide access to Celic's & Seltzer's Translanguaging Guide for Educators and ask students to complete the following steps:

✓ Think of questions they would like to ask O. García about the topic of **translanguaging** and use the Q&A section on pp. 1-6 to find answers.

✓ Study the guide from p. 20 to find out how "A Multilingual Learning Environment" can be established.

✓ Compare the approaches presented to those in Unit 1. Consider if this experience changes their outlook on sample "Ideas for Implementation" like the one on page 24?



# Unit 3



b. To add a dimension to lesson planning, have students consider Burr's critical questions and his learning cycle.

\*Please note that **CALPS** and **BICS** will be explored in greater detail in Section 4. For the time being, suffice it to say that **CALPS** refer to Cognitive Academic Language Proficiency and **BICS** to Basic Interpersonal Communicative Skills.

You can access the Translanguaging Guide at the following link:

<https://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf>



# Unit 4



## Overview of Unit 13

This unit deals with pluralistic approaches to languages and cultures.

AIM: understand the FREPA framework in detail; use the scales provided to understand the system; reflect on FREPA's relevance and viability within plurilingual (and pluricultural) education

## Unit's Learning Outcomes:

By the end of the unit pre-service and in service teachers will be able to:

- ✓ understand the FREPA framework;
- ✓ use the scales provided;
- ✓ understand FREPA's relevance and viability within plurilingual (and pluricultural) education.



# Unit 4



## Setting up Activity 1:

### **GROUP SIZE**

up to 40 students

### **ESTIMATED TIME**

30 minutes

### **TRAINING METHODS**

pair work

### **MATERIALS**

(optional) access to the FREPA website

### **EQUIPMENT AND SUPPLIES**

(optional) access to the Internet to examine the FREPA website; projector

### **VIRTUAL OR REGULAR TEACHING: ROOM SET-UP**

chair arrangement for pair work



# Unit 4



## Trainer's Notes

Having shown students the image in student materials for this activity, have students discuss in pairs what expectations the image evokes for viewers. In particular, what effect does the image have on **students as learners and / or (future) ESOL teacher?** Students take notes on their discussion.



# Unit 4



## Setting up Activity 2:

### **GROUP SIZE**

up to 40 students

### **ESTIMATED TIME**

30 minutes

### **TRAINING METHODS**

individual work

### **MATERIALS**

reading materials: chapters 1.1, 1.2, 1.3 of the FREPA document

### **EQUIPMENT AND SUPPLIES**

no equipment required

### **VIRTUAL OR REGULAR TEACHING: ROOM SET-UP**

chair arrangement for pair work



# Unit 4



## Trainer's Notes

**a.** Have students access chapters 1.1, 1.2, 1.3 of the FREPA document and scan the chapters to find out about the origin and evolution of FREPA, its aim and target group, and the competences at the heart of the framework.

Have students organize this information into a mindmap.

Link to the FREPA document: [https://www.ecml.at/Portals/1/documents/ECML-resources/CARAPEN.pdf?\\_ver=2018-03-20-120658-443](https://www.ecml.at/Portals/1/documents/ECML-resources/CARAPEN.pdf?_ver=2018-03-20-120658-443)

**b.** Activate students' prior knowledge of plurilingualism based on units 1 and 2.

Then, have students consider the table of global competencies (FREPA, 2012, p. 20). Hold a discussion with the class to detect (and highlight with a marker) aspects in the display where translinguaging could be particularly relevant.

# Unit 4



c. Prior to scrutinizing different scales connected to plurilingualism, have students look at the system employed to indicate whether an aspect is **ESSENTIAL / IMPORTANT** or merely **USEFUL** (FREPA, 2012,p. 17). Have students reflect on and discuss the advantages or disadvantages of the system suggested by the FREPA authors.

Subsequently, ask students to turn to Sections I–VII of the FREPA document (pp. 24–30) to explore the categories or ‘resources’ listed as well as the accompanying rating system. Have students note down the sections and features whose evaluation as **ESSENTIAL/ IMPORTANT** or **USEFUL** for plurilingual learning has surprised you. Discuss with students what rating they would have provided instead



# Unit 4



## Setting up Activity 3:

### GROUP SIZE

up to 40 students

### ESTIMATED TIME

20 minutes

### MATERIALS

none

### EQUIPMENT AND SUPPLIES

no equipment required

### TRAINING METHODS

whole class or small group discussion

### VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chair arrangement for whole class or small group discussion



# Unit 4



## Trainer's Notes

### a. Discuss with students

1) their view on the opportunities FREPA offers to assess the viability of plurilingual approaches;

2) whether they can envision using FREPA as part of their daily practice;

3) whether the FREPA framework should be used more widely across European schools than it currently is.



# Unit 5

## Overview of Unit 5

This unit deals with CLIL as an element of bilingual and plurilingual education.

AIM: understand CLIL as an element of bilingual and plurilingual education

## Unit's Learning Outcomes:

By the end of the unit pre-service and in service teachers will be able to:

- ✓ define relevant terms connected to bilingualism and CLIL;
- ✓ consider the terms against the backdrop of plurilingual practices, e.g. translanguaging;
- ✓ revise key concepts connected to the cognitive implications of bilingualism and multilingualism by working with a video and passing a quiz;
- ✓ become aware of the potential CLIL offers for plurilingual approaches by studying texts, collecting criteria and analysing lesson plans.



# Unit 5



## Setting up Activity 1:

### GROUP SIZE

up to 40 students

### ESTIMATED TIME

20 minutes

### TRAINING METHODS

whole class or small group discussion

### MATERIALS

students' own notes on Garcia's lecture on trans-languaging

### EQUIPMENT AND SUPPLIES

no equipment required

### VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chair arrangement for whole class or small group discussion



# Unit 5



## Trainer's Notes

a. & b. Have students return to the Q & A session with Prof. García from Section 3 in Celic & Seltzer`s Translanguaging Guide for Educators.

Reference: Celic C. & Seltzer, K. (2013), Translanguaging: A Cuny-Nysieb Guide for Educators. NewYork: Cuny-Nysieb, 1-6

Have students check their notes on Prof. García's lecture on translanguaging and prepare to focus on the aspect of bilingualism more closely. Working in pairs, have students pick at least five items each from the grid in the student materials and point out how they relate to bilingualism, and in particular, bilingual discourse and translanguaging.

c. Discuss with students the opportunities for social equality translanguaging "as normal bilingual discourse" can offer.

# Unit 5



## Setting up Activity 2:

### GROUP SIZE

up to 40 students

### ESTIMATED TIME

20 minutes

### TRAINING METHODS

whole class or small group discussion

### MATERIALS

access to TED Ed

### EQUIPMENT AND SUPPLIES

Internet and a projector

### VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chair arrangement for whole class or small group discussion



# Unit 5

## Trainer's Notes

Activate prior knowledge of the following terms:

monolingualism, bilingualism, compound bilingual, coordinate bilingual, subordinate bilingual, critical period hypothesis

Establish how much students know about TED Ed ("Lessons worth sharing") and introduce these sources if there is little awareness.

Link: <https://ed.ted.com>

Have students watch the video 'The benefits of a bilingual brain'. Complete the quiz associated with the video with the students.



# Unit 5



Please note that even though answers can be submitted online and are saved by the tool, evaluation still needs to be done in a plenary session. Polls on Mentimeter\* could be used to share results of the multiple-choice test. This applies to slides 1-3. Open-ended answers, however, should be prepared in advance by the teacher educators in order to display them, once participants have agreed on a viable solution. In terms of sharpening participants' command of terminology, slides 4-6 present an extra challenge in comparison with the multiple-choice format.

Subsequently, the benefit of the quiz could be critically assessed by participants and teacher educators alike. This is also a nice opportunity to refer to future readings of established authorities in the field, e.g. O. García.

\*<https://www.mentimeter.com/>



# Unit 5



In addition to the quiz, various additional TED talks on similar topics and other resources are available when accessing “dig deeper”. This option might be attractive for those motivated to explore the topic beyond the syllabus of the module.

The final part (“discuss”) grants participants access to either guided or open discussions connected to the video and related topics. It is possible to both read and participate. This might be an interesting challenge to practice reflective skills when taking part in discussions on questions connected to linguistic heterogeneity. In terms of structure and academic standard, the guided discussion would probably be a good start.



# Unit 5



## Setting up Activity 3:

### GROUP SIZE

up to 40 students

### ESTIMATED TIME

20 minutes

### TRAINING METHODS

whole class or small group discussion

### MATERIALS

access to Cambridge English TKT CLIL Glossary 2015

### EQUIPMENT AND SUPPLIES

no equipment required

### VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chair arrangement for whole class or small group discussion



# Unit 5



## Trainer's Notes

Have students examine the image of the “CLIL ESSENTIALS” jigsaw in the student materials for this activity and identify aspects of the concept which fit in with plurilingual practices such as translanguaging.

Secondly, have students consider the definition of CLIL presented at the centre of the jigsaw – a quote from Marsh & Coyle (2010: 1) by the way – and discuss which aspects of the definition do NOT fit the idea of plurilingualism. What changes should be made to come up with a more contemporary version in line with the CEFR's Companion Volume's stipulations?

Use the Cambridge English TKT (Teaching Knowledge Test) CLIL Glossary 2015 to create a list of relevant technical terms connected to content-based teaching.

Link: <https://www.cambridgeenglish.org/Images/22194-tkt-clil-glossary-document.pdf>

### **Terms to consider:**

CLIL, bilingual (in CLIL contexts), BICS, CALP, Coyle's four C's in the 4C Framework of CLIL, HOTS, LOTS, critical thinking



# Unit 5



## Setting up Activity 4:

### GROUP SIZE

up to 40 students

### ESTIMATED TIME

60 minutes

### TRAINING METHODS

whole class or small group discussion

### MATERIALS

access to the training kit by M. Bernaus, Á. Furlong, S. Jonckheere, and M. Kervran (2011) from the mandatory reading list and chapter 3 “Rationale”.

### EQUIPMENT AND SUPPLIES

no equipment required

### VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chair arrangement for whole class or small group discussion

# Unit 5



## Trainer's Notes

a. Ask students to consider the reasons why the EC promotes CLIL. In conversation with each other, ask students to add to this list to underline CLIL's potential for plurilingual and pluricultural approaches.

b. Use the training kit by M. Bernaus, Á. Furlong, S. Jonckheere, and M. Kervran (2011) from the mandatory reading list and ask students to read chapter 3 "Rationale" to revise and add to their knowledge of CLIL and its potential for plurilingualism and pluriculturalism.

Link to the training kit:

[https://www.ecml.at/Portals/1/documents/ECMLresources/2011\\_11\\_26\\_Conbat\\_fuer\\_web.pdf?ver=2018-03-20-160408-117](https://www.ecml.at/Portals/1/documents/ECMLresources/2011_11_26_Conbat_fuer_web.pdf?ver=2018-03-20-160408-117)





# Learning outcomes:

Upon the completion of the module, you will be (able to):

## Lower order thinking skills:

- ✓ reflect on your own language learning histories using tools such as the ELP.
- ✓ familiarise yourself with various definitions and models of bilingualism /CLIL, multilingualism and plurilingualism.
- ✓ identify and describe recent trends and developments in language learning, e.g. diversity education and other pluralistic approaches.
- ✓ define the difference between a conventional monolingual classroom and e.g. García's ideas of "The Translanguaging Classroom" (2013, 2019).
- ✓ name and describe innovative features of the CEFR (2001) and its Companion Volume (2018).
- ✓ familiarise yourself with key concepts connected to the cognitive implications of bilingualism and multilingualism.



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# Learning outcomes:

## Higher order thinking skills:

- ✓ analyse and evaluate test resources designed to reflect and monitor your language learning development and the acquisition of plurilingual and pluricultural competence.
- ✓ critically assess the role of the native speaker ideal and its impact in FL teaching.
- ✓ compare, contrast and evaluate various multilingual and plurilingual classroom practices, e.g. code-switching, as reflected in lesson plans in order to become aware of the implications for classroom practitioners.
- ✓ assess the significance of the CEFR and its Companion Volume for the establishment of pluricultural practices by considering strengths and weaknesses of the frameworks.
- ✓ critically reflect on the opportunities CLIL offers to establish plurilingual and pluricultural practices in the FL classroom.



# Teaching units:

## Fundamental topics and skills:

1. Plurilingualism & Plurilingual Profiles – Exploring individual language learning histories (Section 1)
2. The process of cultural and linguistic integration across Europe as reflected in the CEFR (2001), its companion volume (2018) and the Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA / CARAP): Plurilingual and pluricultural competence (2012) (Section 2 & 4)
3. Translanguaging and taking a “plurilingual stance” as features of successful plurilingual communication, teaching and learning (Section 3)
4. “From biliteracy to pluriliteracies”: CLIL as an element of bilingual and plurilingual education (Section 5)



# Teaching units:

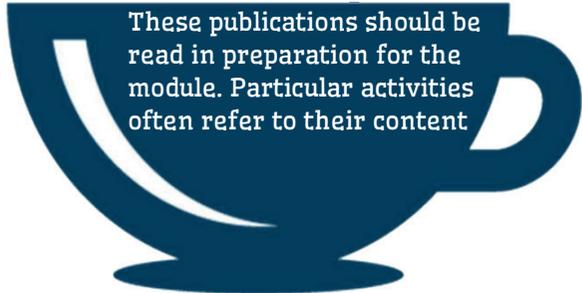
## Advanced topics and skills:

5. Considering translanguaging as part of a broader discourse on literacy, i.e., bilingual, plurilingual, pluricultural (García, Bartlett & Kleifgen 2007).
6. Analysing examples of code-switching and translanguaging from transcripts of classroom practice.
7. Being aware of and able to analyse and assess all three dimensions of the FREPA descriptors, i.e., K (Knowledge), A (Attitude), S (Skills).
8. Proposing curricular changes in one's home country as a consequence of the emergent pluri approaches.
9. Lesson observation to foster conceptual literacy.



# Reading list:

- Bernaus, M., Furlong, Á., Jonckheere, S. & Kervran, M. (2011). Plurilingualism and pluriculturalism in content-based teaching. A training kit. Graz: Council of Europe Publishing.
- Burr, E. C. (2018). Challenging the monolingual habits of international school classrooms. *International Schools Journal*, 37(2), 77–84.
- Candelier, M., Camilleri-Grima, A., Castellotti, V., de Pietro, J.-F., Lőrincz, I., Meißner, F.-J., Noguero, A. & Schröder-Sura, A. (2012). FREPA Framework of Reference for Pluralistic Approaches to Languages and Cultures. Competences and resources, Strasbourg: Council of Europe Publishing.
- Celic C. & Seltzer, K. (2013). *Translanguaging: A CUNY-NYSIEB Guide for Educators*. New York: CUNY-NYSIEB.



These publications should be read in preparation for the module. Particular activities often refer to their content

# Reading list, cont:



- Council of Europe (2001), Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: Cambridge University Press.
- Council of Europe (2016), Guide for the Development and Implementation of Curricula for Plurilingual and Intercultural Education. Brussels: Council of Europe Publishing.
- Council of Europe (2018), Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors. Strasbourg: COEInt./lang-cefr
- García, O., Bartlett, L., & Kleifgen, J. A. (2007). From biliteracy to pluriliteracies. In: P. Auer & L. Wei (Eds.), Handbook of Applied Linguistics, vol. 5: Multilingualism (pp. 207-228). Berlin: Mouton-De-Gruyter.



# Reading list, cont:

- Piccardo, E. (2016), Plurilingualism: Vision, Conceptualization, and Practices, In: P.P. Trifonas, T. Aravossitas (eds.), Handbook of Research and Practice in Heritage Language Education, Springer International Handbooks of Education, pp.1-19
- Vogel, S. & García, O. (2017), Translanguaging, in: OXFORD RESEARCH ENCYCLOPEDIA, EDUCATION, Dec. 2017.

# Further reading:



- Auer, P. & Wei, L. (2007), Introduction: Multilingualism as a problem? Monolingualism as a problem?, In: Auer, P. & Wei, L.(Eds.), Handbook of Applied Linguistics, vol. 5: Multilingualism(pp.207-228). Berlin: Mouton-De Gruyter. 1-12.
- Baker, C. (2007), Becoming bilingual through bilingual education, In:P. Auer & L. Wei (Eds.), Handbook of Applied Linguistics, vol. 5:Multilingualism. Berlin: Mouton-De Gruyter. 131-152.
- Blell, G. (2014), "It takes more than two for this tango: Moving beyond the self/other-binary in teaching about culture in the globalEFL-classroom", in: Zeitschrift für InterkulturellenFremdsprachenunterricht. Didaktik und Methodik im Bereich Deutsch als Fremdsprache, (19) 1, 77-96.



These materials are not explicitly referred to in the module but useful to read.

# Further reading:



- Byram, M. (1997) Teaching and Assessing Intercultural Communicative Competence. Cleveland: Multilingual Matters.
- Cenoz, J. and D. Gorter (2013), "Towards a Plurilingual Approach in English Language Teaching: Softening the Boundaries Between Languages", in: TESOL Quarterly 47 (3), 591-599.
- Choi, J. & Ollerhead, S. & French, M. (2018), Introduction, In: Choi, J.& Ollerhead, S. (eds.), Plurilingualism in Teaching and Learning. Complexities across Contexts. New York and London: Routledge.
- Coulmas, Florian (2018), An Introduction to Multilingualism. Language in a Changing World. Oxford: University Press.



# Further reading:

- Coyle, D., Hood, P. & Marsh, D. (2010), CLIL. Content and Language Integrated Learning. Cambridge: Cambridge University Press.
- Coyle, D. (2015). Strengthening integrated learning: towards a new era for pluriliteracies and intercultural learning. Latin American Journal of Content and Language Integrated Learning, 8(2), 84-103.

# Further reading, cont. 2:



- Creese, A., & Blackledge, A. (2010) "Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching?" in: *Modern Language Journal*, 94, 1, 103–115.
- Dale, L. & Tanner, R. (2012). *CLIL Activities. A Resource of Subject and Language Teachers*. Cambridge: CUP.
- Dalton-Puffer, C., Nikula, T., & Smit, U. (2010). *Language Use and Language Learning in CLIL Classrooms*. Amsterdam: John Benjamins.
- Freitag-Hild, B. (2018). "Teaching Culture – Intercultural Competence, Transcultural Learning, Global Education. In: Surkamp, Carola & Viebrock, Britta (Hrsg.), *Teaching English as a Foreign Language. An Introduction*. Stuttgart: J.B. Metzler. 159–175.



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# Further reading, cont. 2:



- **García, O. (2009), Bilingual Education in the 21st Century: A Global Perspective. Oxford: Wiley-Blackwell.**
- **García, O., Johnson, S. I. and K. Seltzer, (2017), The Translanguaging Classroom: Leveraging Student Bilingualism for Learning. Philadelphia: Caslon.**



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# Further reading, cont. 3:



- **García, O., & Otheguy, R. (2019), Plurilingualism and translanguaging: commonalities and divergences, International Journal of Bilingual Education and Bilingualism, published online on 02 April 2019.**
- **Holliday, A., Hyde, M. & Kullmann, J. (2010). Intercultural Communication. An Advanced Resource Book for Students. Abingdon: Routledge Applied Linguistics.**
- **Llinares, A., Morton, T., & Whittaker, R. (2012). The Roles of Languages in CLIL. Cambridge: Cambridge University Press.**



# Further reading, cont. 3:



- Lorenzo, F. (2013). Genre-based curricula: multilingual academic literacy in content and language integrated learning. *International Journal of Bilingual Education and Bilingualism*, 16(3), 375–388.
- Mehisto, P. & Ting, Y.L.T. (2017). *CLIL Essentials for Secondary School Teachers*. Cambridge: Cambridge University Press.
- Mertin, P., Van Den Bosch & Daignault, P. (2018), *Translanguaging in the Secondary School*. Woodbridge: John Catt Publication.



# Further reading, cont. 4:



- Meyer, O. (2010). Towards quality-CLIL: successful planning and teaching strategies. *Pulse* 33, 11-29.
- Meyer, O., Coyle, D., Halbach, A. Schuck, K., & Ting, T. (2015). A pluriliteracies approach to content and language integrated learning- mapping learner progressions in knowledge construction and meaning-making. *Language, Culture and Curriculum*, 28(1), 41-57.
- Kearney, E. (2016), *Intercultural Learning in Modern Language Education. Expanding Meaning Making Potentials, Languages For Intercultural Communication and Education (28)*. Bristol:- Multilingual Matters.
- Kohn, Kurt (2011), "English as a lingua franca and the Standard English misunderstanding", In: De Houwer, A. and A. Wilton (eds.), *English in Europe Today. Sociocultural and educational-perspectives*, Amsterdam: Benjamins, 71-94.



# TEACHING UNITS



Welcome to the TEACUP teaching units! Before you begin with your work, here are some tips that help you navigate the materials:

- Each teaching unit in Module MC1 focuses on one of the following topics and skills:
- Cultural identity and stereotypes
- The notion of culture
- Constructivism, transculturality and emic perspectives on culture
- Etic cultural systems
- Intercultural communicative competence



# TEACHING UNITS



- Each teaching unit starts with an overview of the specific learning outcomes that are associated with the topic: these describe what students should know or be able to do once you have completed the module.

- For each teaching unit, there are basic reading materials: excerpts are included in the unit or the appendix.

- Further reading suggestions and references: these are suggestions if students are interested in the topic or want to expand their knowledge and skills.

- For each unit, students are provided with a reflection tool which should guide them through the reflection process of their learning.

To help you navigate the units,  
we differentiate between the  
following forms of work and  
mark them next to each activity:



Individual work



Talk to your partner



Reflect



Group discussion



Create!



# Unit 1: Plurilingualism



In this section you will:

✓ reflect on the concepts of plurilingualism, plurilingual competence, and your own individual plurilingual profile

✓ get to know tools and instruments that help you (and your future students) to visualize, recognize and describe your individual plurilingual profiles

✓ critically reflect benefits and possibilities of implementing these tools and instruments in EFL classrooms



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# Unit 1: Plurilingualism



## Activity 1

The following activity focuses on your own notions of your very own language learning history. Read the following short excerpts taken from the Common European Framework (2001: 4–5) and its Companion Volume (2018: 28) which describe the notions of **plurilingualism**, **multilingualism** and **plurilingual competence** as defined by the Council of Europe.

### 1.3 What is 'plurilingualism'?

In recent years, the concept of plurilingualism has grown in importance in the Council of Europe's approach to language learning. Plurilingualism differs from multilingualism, which is the knowledge of a number of languages, or the co-existence of different languages in a given society. Multilingualism may be attained by simply diversifying the languages on offer in a particular school or educational system, or by encouraging pupils to learn more than one foreign language, or reducing the dominant position of English in international communication. Beyond this, the plurilingual 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 (whether learnt at school or college, or by direct experience), he or she does not keep these

# Unit 1: Plurilingualism

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. In different situations, a person can call flexibly upon different parts of this competence to achieve effective communication with a particular interlocutor. For instance, partners may switch from one language or dialect to another, exploiting the ability of each to express themselves in one language and to understand the other; or a person may call upon the knowledge of a number of languages to make sense of a text, written or even spoken, in a previously 'unknown' language, recognising words from a common international store in a new guise. Those with some knowledge, even slight, may use it to help those with none to communicate by mediating between individuals with no common language. In the absence of a mediator, such individuals may nevertheless achieve some degree of communication by bringing the whole of their linguistic equipment into play, experimenting with alternative forms of expression in different languages or dialects, exploiting paralinguistics (mime, gesture, facial expression, etc.) and radically simplifying their use of language.

From this perspective, the aim of language education is profoundly modified. It is no longer seen as simply to achieve 'mastery' of one or two, or even three languages, each taken in isolation, with the 'ideal native speaker' as the ultimate model. Instead, the aim is to develop a linguistic repertory, in which all linguistic abilities have a place. This implies, of course, that the languages offered in educational institutions should be diversified and students given the opportunity to develop a plurilingual competence. Furthermore, once it is recognised that language learning is a lifelong task, the development of a young person's motivation, skill and confidence in facing new language experience out of school comes to be of central importance. The responsibilities of educational authorities, qualifying examining bodies and teachers cannot simply be confined to the attainment of a given level of proficiency in a particular language at a particular moment in time, important though that undoubtedly is.

The full implications of such a paradigm shift have yet to be worked out and translated into action. The recent developments in the Council of Europe's language programme have been designed to produce tools for use by all members of the language teaching

# Unit 1: Plurilingualism



profession in the promotion of plurilingualism. In particular, The European language Portfolio (ELF) provides a format in which language learning and intercultural experiences of the most diverse kinds can be recorded and formally recognised. For this purpose, CEF not only provides a scaling of overall language proficiency in a given language, but also a breakdown of language use and language competences which will make it easier for practitioners to specify objectives and describe achievements of the most diverse kinds in accordance with the varying needs, characteristics and resources of learners.

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# Unit 1: Plurilingualism



## Activity 1, cont.

### Plurilingual and pluricultural competence

The CEFR distinguishes between multilingualism (the coexistence of different languages at the social or individual level) and plurilingualism (the dynamic and developing linguistic repertoire of an individual learner). Plurilingualism is presented in the CEFR as 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. However, the fundamental point is that plurilinguals have a single, inter-related, repertoire that they combine with their general competences and various strategies in order to accomplish tasks (CEFR Section 6.1.3.2).

Plurilingual competence as explained in the CEFR (Section 1.3) involves the ability to call flexibly upon an inter-related, uneven, plurilingualistic repertoire to:





# Unit 1: Plurilingualism

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- switch from one language or dialect (or variety) to another;
- express oneself in one language (or dialect. or variety) and understand a person speaking another;
- call upon the knowledge of a number of languages (or dialects, or varieties) to make sense of a text;
- recognise words from a common international store in a new guise;
- mediate between individuals with no common language (or dialect, or variety). even with only a slight knowledge oneself;
- bring the whole of one's linguistic equipment into play. experimenting with alternative forms of expression;
- exploit paralinguistics (mime. gesture, facial expression. etc.).

(Council of Europe, 2018: 28)

The linked concepts of plurilingualism and pluriculturalism and partial competences were introduced to language education for the first time in Draft 2 of the CEFR proposal in 1996.

They were developed as a form of dynamic, creative process of languaging across the boundaries of language varieties, as a methodology and as language policy aims. The background to this development was a series of studies in bilingualism in the early 1990s at the research centre CREDIF in Paris.

The curriculum examples given in what is now CEFR Chapter 8 consciously promoted the concepts of plurilingual and pluricultural competence.

These two concepts appeared in a more elaborated form in the following year 1997 in the paper [Plurilingual and Pluricultural Competence](#).



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# Unit 1: Plurilingualism



Now that you have read these excerpts answer the following question:

**Do you consider yourself to be plurilingual?**



Please explain your answer briefly by continuing the following sentence. A short paragraph is sufficient but do elaborate if you like:

**I (don't) consider myself to be plurilingual because...**



# Unit 1: Plurilingualism



## Activity 2

Now copy the following basic scheme of a human body or use the template provided at the end of this unit. Imagine that this manikin represents you. We will call this your language portrait. Take some time and add all the languages, dialects, or other varieties that are/were some how relevant/important to you. This can include languages you speak and use as well as languages you might want to learn or learned/used in the past; or languages that are otherwise important. It is up to you how you integrate them or where you place them. Feel free to get as creative as you like.



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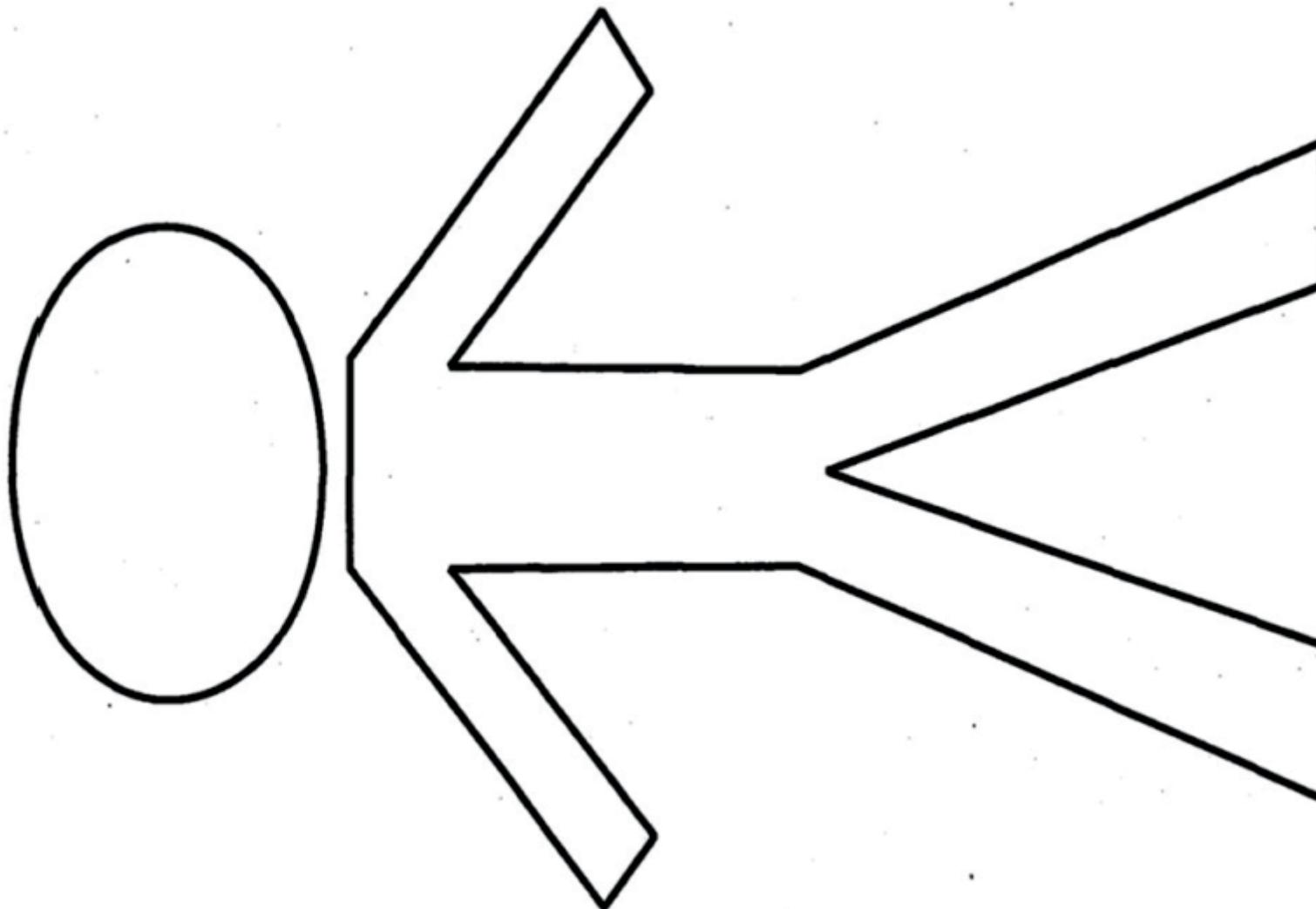


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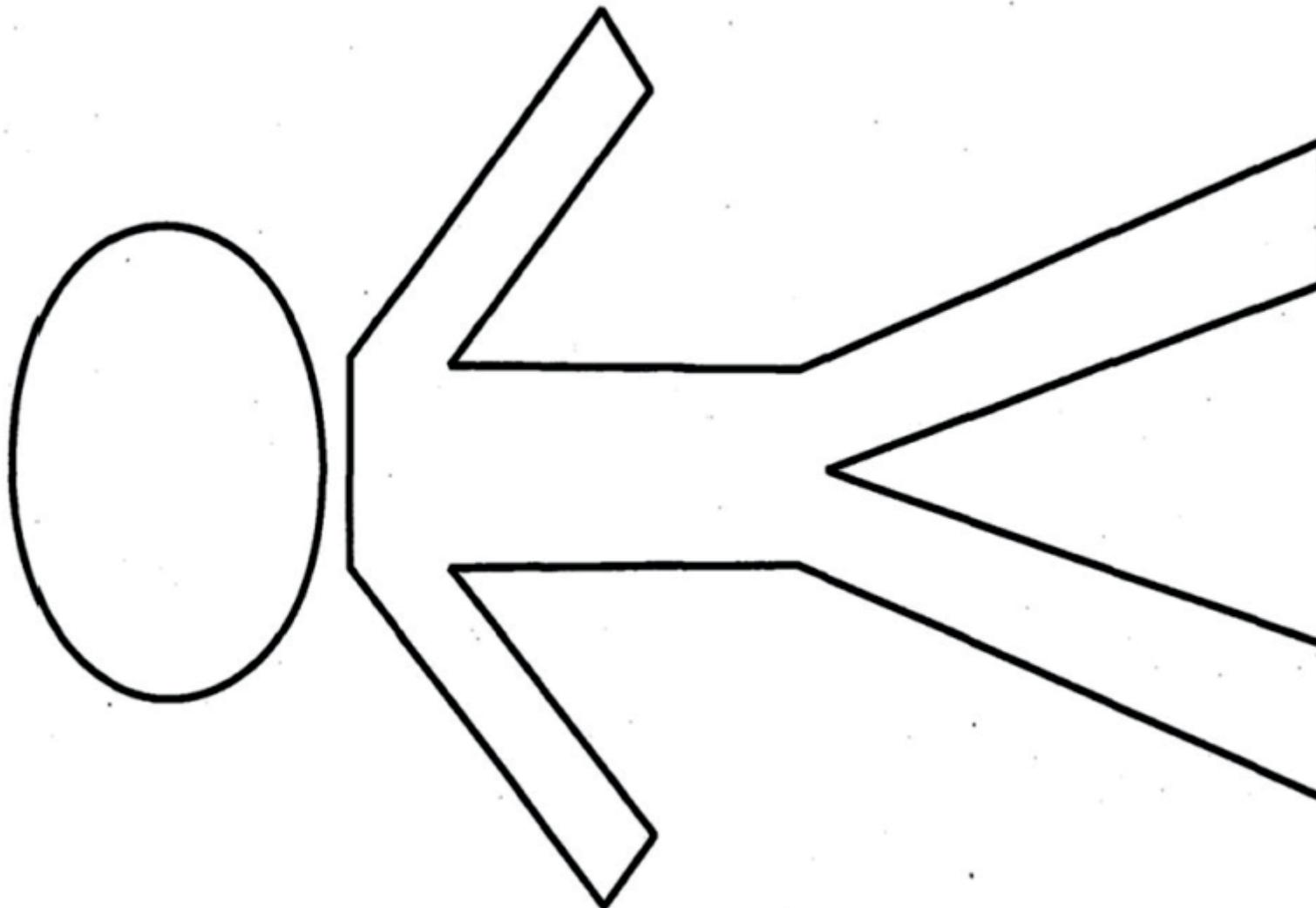


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# Unit 1: Plurilingualism



## Activity 2

Looking at this representation of yourself answer the following questions. Take notes (You can add the information in your language portrait if you like):

✓ What significance does each language you named have for you personally? / Why did you include it (e.g. personal/emotional significance, advantages/requirements in your line of work, related to specific interests like hobbies, etc.)?

✓ Is there a specific reason as to where you placed the languages (e.g. in the legs, in the head, outside/inside the figure)? If so, please elaborate.

✓ In case you used different coloring or added other markers (e.g. flags, symbols, specific words etc.) for the languages: Was there any reason for you in doing so? If yes, please elaborate.



# Unit 1: Plurilingualism



- ✓ Do you speak all the languages you noted down (equally well)? If not, please elaborate on the differences.
- ✓ Are all the languages you put in your language portrait technically speaking what you would call an 'official standard language'? If not, what label would you give those which are not?
- ✓ To what extent do cultural (or non-linguistic) aspects influence the significance the languages you included in your language portrait have for you? (e.g. do you want to learn a particular language because of the culture(s) you associate with that language or people who speak that language)

(How do you think languages and cultures can influence each other? (From here it is possible to cross-over to module MC1: Section 1)

Follow up: Prepare a short presentation of your language portrait. You can share your portrait with a fellow student and present your portraits to one another. You can also write a short text accompanying your language portrait. Compare your language portrait with fellow students. Discuss the differences and similarities you find, e.g., regarding the included languages, the motivation for you to include those languages or the actual design of your language portrait.



# Unit 1: Plurilingualism



## Activity 3

Now take a look at the template User's Plurilingual Profile. This template is part of the European Language Portfolio which consists of three components: The Language Passport, the Language Biography and the Dossier. The template you are working with is part of the Language Biography. Please, fill it out for yourself.

You can download the template here: [Link](#)



# Unit 1: Plurilingualism



Once you are finished, compare the information you gave for your Language Biography to the information you gave in your language portrait. Take notes. The following guiding questions might be helpful:

Did you include the same languages in both formats? If not, what are the differences and what do you think caused them?

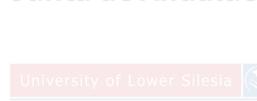
What information do these formats elicit? What are similarities and differences? Now study the guide to compiling an ELP. Exchange ideas with a fellow student what features of the ELP – including the two formats you just worked with – you find feasible and useful for an EFL classroom (e.g., as part of a portfolio)?



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# Unit 2: Plurilingualism



In this section you will:

- ✓ Explore the CEFR and its Companion Volume to find out how pluricultural and plurilingual approaches are intertwined.
- ✓ Present your findings as infographics and compare them with a model solution.
- ✓ Learn about an updated version of pluri-approaches in the CEFR via a webinar.
- ✓ Present your findings in a different format, namely a videotaped talk or a script.
- ✓ Evaluate your insights by critically assessing two quotes.



# Unit 2: Plurilingualism

## Activity 1a



Explore chapters 1.3 (cf. Section 1), 1.4 and 6.1.3 of the CEFR (2001) and – in a team – prepare infographics reflecting general principles of pluricultural and plurilingual learning across the EU.

### 1.4 Why is CEF needed?

In the words of the Intergovernmental Symposium held in Ruschlikon, Switzerland November 1991. on the initiative of the Swiss Federal Government, on: 'Transparency and Coherence in Language Learning in Europe: Objectives, Evaluation, Certification':

1. A further intensification of language learning and teaching in member countries is necessary in the interests of greater mobility, more effective international communication combined with respect for identity and cultural diversity, better access to information, more intensive personal interaction, improved working relations and a deeper mutual understanding.
2. To achieve these aims language learning is necessarily a life-long task to be promoted and facilitated throughout educational systems, from pre-school through to adult education.
3. It is desirable to develop a Common European Framework of reference for language learning at all levels, in order to:
  - promote and facilitate co-operation among educational institutions in different countries;
  - provide a sound basis for the mutual recognition of language qualifications;



# Unit 2: Plurilingualism



## Activity 1a, cont.



- assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts.

Plurilingualism 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 co-exist 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.

6.1.3.1 An uneven and changing competence Plurilingual and pluricultural competence is generally uneven in one or more ways:

- Learners generally attain greater proficiency in one language than in the others;
- The profile of competences in one language is different from that in others (for example, excellent speaking competence in two languages, but good writing competence in only one of them);
- The pluricultural profile differs from the plurilingual profile (for example: good knowledge of the culture of a community but a poor knowledge of its language, or poor knowledge of a community whose dominant language is nevertheless well mastered).



# Unit 2: Plurilingualism



## Activity 1a, cont.

Such imbalances are entirely normal. If the concept of plurilingualism and pluriculturalism is extended to take into account the situation of all those who in their native language and culture are exposed to different dialects and to the cultural variation inherent in any complex society, it is clear that here again imbalances (or, if preferred, different types of balance) are the norm.

This imbalance is also linked to the changing nature of plurilingual and pluricultural competence. Whereas the traditional view of 'monolingual' communicative competence in the 'mother tongue' suggests it is quickly stabilised, a plurilingual and pluricultural competence presents a transitory profile and a changing configuration. Depending on the career path, family history, travel experience, reading and hobbies of the individual in question, significant changes take place in his/her linguistic and cultural biography, altering the forms of imbalance in his/her plurilingualism, and rendering more complex his/her experience of the plurality of cultures. This does not by any means imply instability, uncertainty or lack of balance on the part of the person in question, but rather contributes, in the majority of cases, to improved awareness of identity.





# Unit 2: Plurilingualism

## Activity 1b



Compare your findings with the infographics on the next page and reflect on similarities and differences to your own display.

## PLURILINGUALISM & PLURUCULTURALISM

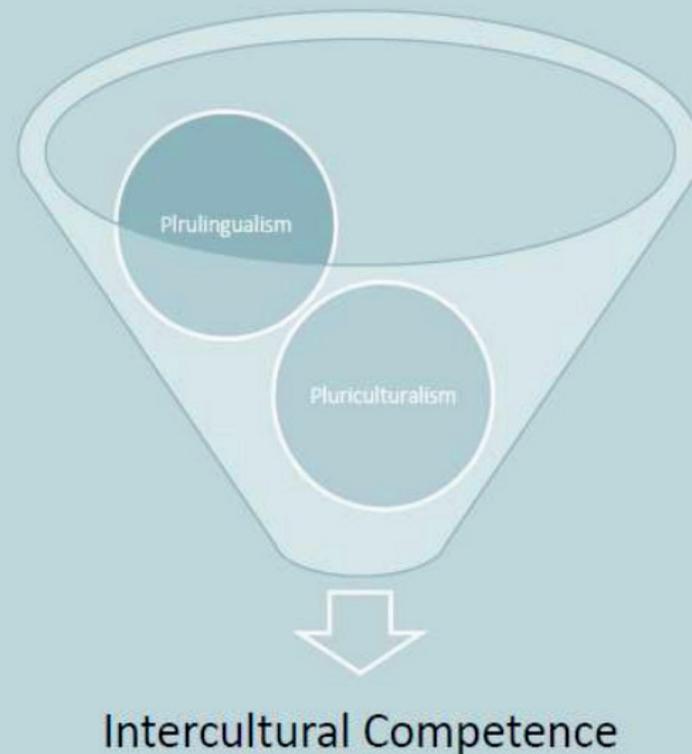
An infographic on important aspects from the CEFR (Chapter 1.3, 1.4 and 6.1.3) may include the following aspects:





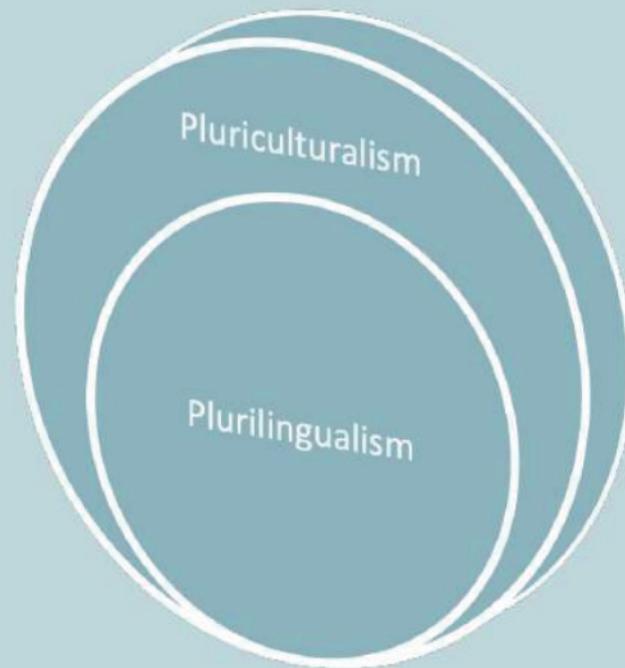
## Chapter 1.3

- Being plurilingual and pluricultural leads to intercultural competence. The comprehension of and understanding for different cultures deepens.



## Chapter 1.4

- Plurilingualism and pluriculturalism are linked. As language is a part of culture, plurilingualism is a part of pluriculturalism.
- When developing pluricultural/plurilingual competences both a heightened cultural understanding of and an efficient and facilitated communication with members of different cultural and linguistic groups is possible



# Unit 2: Plurilingualism



## Activity 2a



Watch the 15-minute webinar “Plurilingual and pluricultural Competence in the CEFR” presented by Enrica Piccardo and prepare a TED-talk style input in which you illustrate the CEFR’s significance for the implementation of plurilingual and pluricultural competences to make it more accessible. You may videotape your talk or prepare a script. Both products should be compared with your peers and a model solution.

Link to the webinar: <https://vimeo.com/272757468>



# Unit 2: Plurilingualism



## Activity 2b



Once you have finished your notes, compare your findings with the list below:

### General aspects:

- CEFR is an innovative tool that is used around the world.
- Some innovative aspects: levels and descriptor scales that serve for curriculum alignment, from four skills to four modes of communication, co-construction of meaning and interaction, learner as social agent, action-oriented approach (task), plurilingual and pluricultural competences.



# Unit 2: Plurilingualism



- Multilingual and plurilingualism are very different concepts.
- Multilingual competence involves the attempt to separate the languages in the brain.
- Plurilingual competence involves actively using all resources (knowledge of a number of languages) possible to communicate (e.g., code-switching) or understand, e.g., a text. -> broader and more complex competence.
- Aim of plurilingualism: developing a linguistic repertory, in which all linguistic abilities have a place.



# Unit 2: Plurilingualism



The significance of the CEFR for the implementation of plurilingual and pluricultural competences:

- reinforces the benefit of being plurilingual;
- raises awareness regarding the importance of plurilingualism and its benefits;
- greatly stimulates to focus practically on the applied aspects of pluricultural and plurilingual university education;
- reveals methodological gaps in the understanding of pluricultural and plurilingual education;
- shows potential for language education and inclusivity.



# Unit 2: Plurilingualism



## Activity 2c

Think & reflect: Complete the following statements and decide which one you tend to support

1

The CEFR's contribution to establishing pluri approaches in TESOL teaching cannot be overestimated because...

2

The CEFR's contribution to establishing pluri approaches in TESOL teaching is greatly overestimated because...



# Unit 3: The translanguaging classroom



In this section you will:

- ✓ Define the term translanguaging and consider it against the backdrop of plurilingualism theory and consider the implications for classroom practice you are aware of so far.
- ✓ Realise that “a plurilingual stance” is necessary to establish change in TESOL classrooms.
- ✓ Become aware of concerns on part of teaching practitioners when introducing plurilingual approaches.
- ✓ Explore the “Translanguaging Guide” to become aware of options to put translanguaging into practice at classroom level.



# Unit 3: The translanguaging classroom



## Activity 1a

Now, listen to a lecture by a leading expert in the field of plurilingualism, namely Professor García, delivered at the university of Hildesheim in 2017. You can access the lecture at the following

link: <https://www.youtube.com/watch?v=5l1CcrRrck0>



# Unit 3: The translanguaging classroom



## Activity 1b



To secure comprehension of Prof. García's lecture, please answer the questions:

- What is Translanguaging?
- How many language repertoires is García talking about?
- How many perspectives?
- What is she referring to by mentioning the veins and the heart?
- How does García define plurilingualism?
- Do bilingual communities translanguage?
- In a translanguaging classroom, what do the terms stance, design, and shift refer to?

And complete the sentences:

- Plurilingualism can be seen as an improvement because...
- Power plays a role because...
- Scaffolding plays a role because...



# Unit 3: The translanguaging classroom



## Activity 2a

In order to put O. García's ideas into practice, one could argue that a “Plurilingual stance” is necessary. Read Choi's, Ollerhead's and French's definition (see Reading materials with this activity) and try to determine how teaching practice is different from TESOL classes you are familiar with. What aspects of teaching remain the same?



# Unit 3: The translanguaging classroom



## Activity 2b

Consider a teacher's concern regarding plurilingual teaching and comment on the thoughts expressed. Go through the list above once again and try to determine whether a "plurilingual stance" is still viable if the classroom teacher is not proficient in one or more of the languages used in the classroom.

"I don't mind if one girl talks to another using a different language to help her understand. It's fine. It's perfectly fine and fine, but my problem is that it's like beyond my control. I cannot interfere or cannot influence this process. I don't mind if they do it, I am more than happy to accept this process. I don't say like, 'don't do it, 'now, they can do this, fine. [...] Problem is that I cannot do it myself."

Choi, J., Ollerhead, S. & French, M. (2018), Introduction, In: Choi, J. & Ollerhead, S. (eds.), *Plurilingualism in Teaching and Learning. Complexities across Contexts*. New York and London: Routledge, p.7.



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# Unit 3: The translanguaging classroom



## Activity 2: Reading materials

### What we Mean by a “Plurilingual Stance”

We base our understanding of what we mean by taking up a plurilingual stance by foregrounding it in Canagarajah's (2011, p.1) statement that, for multilinguals, languages are part of a repertoire that is accessed for their communicative purposes; languages are not discrete and separated, but form an integrated system for them; multilingual competence emerges out of local practices where multiple languages are negotiated for communication; competence doesn't consist of separate competencies for each language, but a multicompetence that functions symbiotically for the different languages in one's repertoire; and, for these reasons, proficiency for multilinguals is focused on repertoire building—i.e., developing abilities in the different functions served by different languages rather than total mastery of each and every language.



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# Unit 3: The translanguaging classroom



## Activity 2: Reading materials

We understand teachers taking up a plurilingual stance typically embody the following beliefs and understandings:

- Successful learners of English are successful plurilingual learners and communicators, rather than pseudo native speakers.
- All of a student's language knowledge is part of their single plurilingual repertoire, and languages are not siloed in their mind.
- Understanding of plurilingual practices such as translanguaging, switching, mixing, translating as the norm.
- Understanding that language competence is realised in its performance and practice, not as a set of knowledge inside a learner's head.



# Unit 3: The translanguaging classroom



## Activity 2: Reading materials, cont.

As a consequence of these ways of thinking about language then, a teacher with a plurilingual stance would seek ways to:

- acknowledge multilinguality of students and society as something that is both normal and valued as an achievement;
- activate students' existing knowledge of and in the languages that they know;
- link new knowledge to that existing knowledge;
- link language learning and literacy skill to existing knowledge of language and literacy in the full range of languages possessed by learners;
- use a range of students' plurilingual resources and practices in the classroom to support learning through various means including interaction, individual tasks and resources;
- build on students' plurilingual repertoires so that these repertoires expand and mature as the students do.

From: Choi, J. & Ollerhead, S. & French, M. (2018), Introduction, In: Choi, J. & Ollerhead, S. (eds.), Plurilingualism in Teaching and Learning. Complexities across Contexts. New York and London: Routledge, pp. 5f.

# Unit 3: The translanguaging classroom

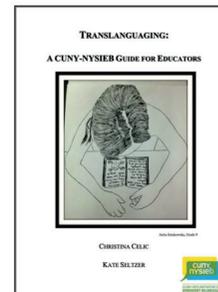


## Activity 3a



For a hands-on approach, please have a look at Celic's & Seltzer's Translanguaging Guide for Educators and complete the following steps:

- ✓ Think of questions you would like to ask O. García about the topic of translanguaging and use the Q&A section on pp. 1-6 to find answers.
- ✓ Study the guide from p. 20 to find out how “A Multilingual Learning Environment” can be established.
- ✓ Compare the approaches presented in Unit 1 you tackled right at the beginning. Does this experience change your outlook on sample “Ideas for Implementation” like the one on page 24?



# Unit 3: The translanguaging classroom



## Activity 3b



To add a dimension to lesson planning, please consider Burr's critical questions and the proposed learning cycle below:

### Step 1: Critical questions

Are there aspects of this content that will be inaccessible for some learners?	If the answer is yes:	If the answer is no
Consider: <ul style="list-style-type: none"><li>- Type of input (accessibility and contextual support)</li><li>- Level of language of learners</li><li>- Prior knowledge or new knowledge</li><li>- BICS or CALP related?</li></ul>	How can we use translanguaging to set them up for success?  Pre-work, group work, home language resources or partner, etc.	Are there any aspects of this topic that make sense for learners to approach in their own language?  Cultural aspects, identity, local knowledge, etc.



## Activity 3b, cont.

### Step 2: Planing the learning cycle

This takes inspiration from the original Welsh “varying the language of input and output” and adds in the critical step of processing. Thus, each class period will be divided into input-processing-output, and the answers from Step 1 will inform the planning.

Input	Processing	Output
<ul style="list-style-type: none"><li>- What input sources will be used (text, video, discussions, etc.)</li><li>- Do some students need to access input in languages other than English for comprehension?</li><li>- Should some students access input in other languages to enhance the input (prior knowledge, cultural factors, etc.)</li></ul>	<ul style="list-style-type: none"><li>-How will the students process the input (alone, pair work, group work)?</li><li>- What language use structures would allow for better processing (same language groups, varied level of English groups, etc.)?</li><li>- How will I ensure I can track the processing (graphic organiser, written notes) if necessary?</li></ul>	<ul style="list-style-type: none"><li>- Do I need to know what the students have learned immediately?</li><li>- If yes, how can I scaffold them towards sharing their learning in English (translation, visuals, other methods of presenting)?</li><li>- If I would like the output in English, have I built into the processing opportunities to transfer knowledge from their own languages into English?</li></ul>



## Sample learning cycles:

Input	Processing	Output
<p>Students research an ecosystem from their own countries in their own languages and take notes on a graphic organiser in English, using their own languages when necessary</p>	<p>Using a VENN diagram, pairs of students compare and contrast the ecosystems from their own countries, using translation where necessary</p>	<p>Pairs present a short summary of their findings to the class in English, using visuals</p>
<p><b>Learning impact:</b> Students learn about a variety of ecosystems, and use their own languages for academic research. Students transfer their learning from their own languages into English, and learn the necessary language to present in English.</p>		



# Unit 4: Pluralistic Approaches to Languages and Cultures: Introducing FREPA /CARAP



**In this section you will:**

✓Explore the FREAPA framework in some detail.

✓Work with the scales provided to understand the system.

✓Reflect on FREPA`s relevance and viability within plurilingual (and pluricultural) education.



# Unit 4: Pluralistic Approaches to Languages and Cultures: Introducing FREPA /CARAP

## Activity 1a

Expectations for a framework measuring plurilingual and pluricultural competences.

Looking at the image below, what expectations are created on part of the viewer? What effect does the image have on you as a learner and / or (future) ESOL teacher? Take notes and exchange ideas with a peer.

<https://carap.ecml.at/Accueil/tabid/3577/language/en-GB/Default.aspx>



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# Unit 4: Pluralistic Approaches to Languages and Cultures: Introducing FREPA /CARAP



## Activity 2a

Access the FREPA document, which you also find as reference on the list of mandatory readings, via the link below.

Scan chapters 1.1, 1.2, 1.3 to find out about:

- ✓ FREPA's origin and evolution,
- ✓ its aim and target group,
- ✓ and the competences at the heart of the framework.

<https://www.ecml.at/Portals/1/documents/ECML-resources/CARAP-EN.pdf?ver=2018-03-20-120658-443>

Create and fill in a simple mind map to organize the information you find.



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# Unit 4: Pluralistic Approaches to Languages and Cultures: Introducing FREPA /CARAP



## Activity 2b

Take a close look at the table of global competences on the next page. Then, use your background knowledge on plurilingualism (Section 1 and 2) to detect aspects in the display where **translanguaging** could be particularly relevant. Think of specific situations and scenarios.



# Unit 4: Pluralistic Approaches to Languages and Cultures: Introducing FREPA /CARAP

## Activity 2b: Reading materials

### Table of global competences

Competences which activate knowledge, skills and attitudes through reflection and action

- valid for all languages and cultures;
- concerning the relationships between languages and between cultures.

**C1**  
Competence in managing linguistic and cultural communication in a context of otherness

**C2**  
Competence in the construction and broadening of a plural linguistic and cultural repertoire

**C1.1**  
Competence in resolving conflicts, overcoming obstacles, clarifying misunderstandings

**C1.2**  
Competence in negotiation

**C2.1**  
Competence in profiting from one's own inter-cultural / inter-language experiences

**C2.2**  
Competence in applying more systematic and controlled learning approaches in a context of otherness

**C1.3**  
Competence in mediation

**C1.4**  
Competence of adaptability

**C3**  
Competence of decentring

**C4**  
Competence in making sense of unfamiliar linguistic and/or cultural features

**C5**  
Competence of distancing

**C6**  
Competence in critical analysis of the (communicative and/or learning) situation and **activities** one is involved in

**C7**  
Competence in recognising the „other“ and otherness



# Unit 4: Pluralistic Approaches to Languages and Cultures: Introducing FREPA /CARAP

Prior to scrutinizing different scales connected to plurilingualism, please have a look at the system employed to indicate whether an aspect is **ESSENTIAL** / **IMPORTANT** or merely **USEFUL**. Consider the advantages or disadvantages of the system suggested by the authors. You may use the grid below.

	The contribution of pluralistic approaches is <b>ESSENTIAL</b>	for resources which <b>one can probably not attain without pluralistic approaches.</b>
	The contribution of pluralistic approaches is <b>IMPORTANT</b>	for resources which can be attained without pluralistic approaches, <b>but much less easily.</b>
	The contribution of pluralistic approaches is <b>USEFUL</b>	for resources which can be attained without pluralistic approaches, but for which the contribution of such approaches <b>seems useful enough to be worth mentioning.</b>





## Advantages

## Disadvantages



# Unit 4: Pluralistic Approaches to Languages and Cultures: Introducing FREPA /CARAP

## Activity 2c

Subsequently, turn to Sections I–VII of the FREPA document (pp. 24–30) to explore the categories or ‘resources’ listed below as well as the accompanying rating system (three different key symbols). Please note that the scales below only focus on KNOWLEDGE and that there is a separate SKILLS section from page 50 which will not be explored in this section.

KNOWLEDGE
Section I. Language as a semiological system.
Section II. Language and society.
Section III. Verbal and non-verbal communication.
Section IV. The evolution of languages.
Section V. Plurality, diversity, multilingualism and plurilingualism.
Section VI. Similarities and differences between languages.
Section VII. Language and ° acquisition/ learning° .



## Activity 2c, cont.

Note down the sections and features whose evaluation as **ESSENTIAL** / **IMPORTANT** or **USEFUL** for plurilingual learning has surprised you. What rating would you have provided?

Section	K-number	Reasons for specific reaction

# Unit 4: Pluralistic Approaches to Languages and Cultures: Introducing FREPA /CARAP



## Activity 3

Now that you are slightly more familiar with FREPA, what is your view on the opportunities it offers to assess the viability of plurilingual approaches? Are you planning to actually use FREPA as part of your daily practice as a (future) ESOL teacher? Share your thoughts with a peer!

In your opinion, should the FREPA framework be used more widely across European schools than it currently is?



# Unit 5: CLIL as an element of bilingual and plurilingual education

In this section you will:

✓ Define relevant terms connected to bilingualism and CLIL

✓ and consider them against the backdrop of plurilingual practices, e.g., translanguaging.

✓ Revise key concepts connected to the cognitive implications of bilingualism and multilingualism by working with a video and passing a quiz.

✓ Become aware of the potential CLIL offers for plurilingual approaches by studying texts, collecting criteria and analysing lesson plans.



# Unit 5: CLIL as an element of bilingual and plurilingual education



## Activity 1a & b

Return to the Q & A session with Prof. García you are already familiar with from Section 3 in Celic & Seltzer's Translanguaging Guide for Educators. Check your notes on Prof. García's lecture on translanguaging and be prepared to focus on the aspect of bilingualism more closely. Along with a partner, pick at least five items each from the grid below and point out how they relate to bilingualism as well as bilingual discourse and translanguaging. Tick the boxes you feel you have covered successfully (✓) and use arrows (→) to indicate how different terms are connected.





the role of heritage languages	metalinguistic awareness	developing bilingual voices through scaffolding	Common Underlying Proficiency (Jim Cummins)
fluid use of language	the idea of additive bilingualism	content instruction	identities of bilingual students
idea of first and second languages	linguaging bilingually	interrelationship between old and new language practice	language for academic purposes
bilingual vs. monolingual teachers	“Spanglish” as a stigma	future of equity and social justice	code-switching
dynamic bilingualism	the continuum of bilingualism	valuing home languages and literacies	emergent bilinguals



# Unit 5: CLIL as an element of bilingual and plurilingual education

## Activity 2: The bilingual brain

Before embarking on a longer journey through the world of CLIL teaching, let`s establish your knowledge on the following key terms by means of a video and a quiz!

monolingualism, multilingualism, bilingualism, compound bilingual, coordinate bilingual, subordinate bilingual, critical period hypothesis ...

In case you are not yet familiar with TED Ed (“Lessons Worth Sharing”), a special website for students and educators, it might be worthwhile to initially explore their ideas and resources to become more familiar with both the concept and the format.

In the introductory part of our module on PLURILINGUALISM, we are going to use a video on “THE BILINGUAL BRAIN” as a starting point to learn about cognitive implications of bilingualism and multilingualism.

Link: <https://ed.ted.com/about>



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# Unit 5: CLIL as an element of bilingual and plurilingual education

## Activity 2: The bilingual brain

### Step 1. Watch!

Link to the video: [Link](#)

### Step 2. Think!

1 2 3 4 5 6

Language ability is typically measured in what parts?

- A Conjugation and expansion of vocabulary
- B Talking, writing, listening and reading
- C Pronunciation and sentence structure
- D Accent, speed and spelling

1 2 3 4 5 6

A person who learns French and English simultaneously from childhood onward would be considered which type of bilingual?

- A Subordinate bilingual
- B Coordinate bilingual
- C Compound bilingual
- D All of the above



## Step 2. Think!

Carl von Ossietzky  
Universität  
Oldenburg



TEXAS WOMAN'S  
UNIVERSITY



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1 2 3 4 5 6

The fact that language involves functions both typical of the left and right hemispheres while lateralization develops gradually with age has led to which hypothesis?

- A The Critical Period Hypothesis
- B The Critical Mass Hypothesis
- C The Compound Bilingual Hypothesis
- D The Early Lateralization Hypothesis

1 2 3 4 5 6

Describe the three types of bilingual - Compound bilingual, Coordinate Bilingual and Subordinate bilingual. What are the characteristics of each type?

[Save My Answer](#)

## Step 2. Think!

Carl von Ossietzky  
Universität  
Oldenburg



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1 2 3 4 5 6

Why would having a bilingual brain delay the onset of certain diseases and increase abilities in multi-tasking and problem-solving?

1 2 3 4 5 6

What was the common perception of bilingualism before the 1960's? Why did this change?

Save My Answer

### Step 3. Dig deeper and discuss!

In addition to the quiz, various additional TED talks on similar topics and other resources are available when accessing “dig deeper”. This option might be attractive for those motivated to explore the topic beyond the syllabus of the module.

The final part (“discuss”) grants participants access to either guided or open discussions connected to the video and related topics. It is possible to both read and participate. This might be an interesting challenge to practise reflective skills when taking part in discussions on questions connected to linguistic heterogeneity. In terms of structure and academic standard, the guided discussion would probably be a good start.

2 Guided Discussions      12 Open Discussions

 **TED-Ed**  
Lesson Creator  
New York, NY

**Is being bilingual is a common part of your community? Is it supported by peers and adults around...**  
06/02/2015 • / 117 Updates 117 Responses

**Now that we have established some of the advantages of the bilingual brain, what do you think can...**  
06/02/2015 • / 62 Updates 62 Responses



# Unit 5: CLIL as an element of bilingual and plurilingual education

## Activity 3a & b: Plurilingualism and pluriculturalism in content-based teaching

Examine the image of the “CLIL ESSENTIALS” jigsaw on the next page and identify aspects of the concept which fit in nicely with plurilingual practices such as translanguaging.

Secondly, put the definition of CLIL presented at the centre of the jigsaw – a quote from Marsh & Coyle (2010: 1) by the way – under close scrutiny and find out which aspects of the definition do NOT fit the idea of plurilingualism. What changes should be made to come up with a more contemporary version in line with the CEFR`s Companion Volume`s stipulations?

# CLIL as part of plurilingualism and pluriculturalism



# CLIL ESSENTIALS

## Quality, ethical CLIL is:

- ✓ **not** simply a matter of changing the language of instruction
- ✓ **not** just for high achievers
- ✓ **not** elitist
- ✓ **not** an instrument for L1 submersion.



## MANAGING THE AFFECTIVE SIDE



- ✓ students help set rules
- ✓ no labelling of students
- ✓ no ridicule or sarcasm

## MAKING LEARNING VISIBLE



## Content

1. You can't start by writing the phrase major tectonic plates are in constant movement pass each other collide into each other move under (on top of) each other melt into molten rock become magma release gases cause volcanic eruptions'

## Language

2. You can explain how tectonic plates affect one another.

3. You can use analogies in scientific descriptions, including explaining their limitations.

4. You will be able to summarise other students' ideas.

to move as slowly as fingernails grow Shield volcanoes resemble a Roman soldier's shield lying on the ground.

'W predicts that the next level-seven eruption will occur in Italy in ..., because on average there is a level seven eruption every years.'

HIGH EXPECTATIONS  
+ HIGH LEVELS OF  
ENGAGEMENT FOR  
ALL

## THE INTERDEPENDENCE OF LANGUAGE AND COGNITION

### FOSTERING CRITICAL THINKING



### FOSTERING LEARNER AUTONOMY

- ✓ students given choice
- ✓ teaching learning skills
- ✓ negotiating decisions pertaining to the learning process with students

**CLIL is** a dual-focused teaching and learning approach in which the L1 and an additional language or two are used for promoting both content mastery and language acquisition to pre-defined levels.\*

### TAKING TIME FOR MAKING LEARNING MEANINGFUL

- ✓ not just concentrating on understanding
- ✓ fostering relational links

### COOPERATIVE LEARNING

- ✓ positive interdependence
- ✓ face-to-face promotive interaction
- ✓ individual and group accountability
- ✓ interpersonal and small group skills
- ✓ group processing

(Johnson and Johnson, 2001)

### SCAFFOLDING LANGUAGE

e.g., using short sentences and paragraphs, repeating nouns instead of using pronouns, underlining key phrases, brainstorming topic-related language, students writing own definitions, organising vocabulary in categories, pre-using vocabulary and discourse patterns ...

### MAKING ACADEMIC LANGUAGE VISIBLE

e.g., discourse patterns, connectors, academic registers (e.g. tone, fact-based, unemotional, avoidance of 1st person), phrases for analysis and discussion, ...

### REFLECTING ON TEACHING

- ✓ leading by example / showing that you too are a learner
- ✓ assessing and discussing your own work

### CONNECTING WITH CLIL LANGUAGE SPEAKERS AND THEIR CULTURE(S)

e.g., email projects, student exchanges, Internet forums, partner schools, e-pals, analysing how two cultures view one historical or cultural event, ...

### REFLECTING ON LEARNING

Every day discussing with students:

- ✓ progress in meeting goals
- ✓ the learning process
- ✓ what to change / how to move forward.

### SCAFFOLDING CONTENT

e.g., using advance and other graphic organisers, highlighting key facts, using plenty of subheadings, using analogies, making connections to students' lives, reducing the number of problems or facts presented at one time, teaching learning skills, ...

### ASYMMETRY IN CLASSROOM TALK IN FAVOUR OF STUDENTS

- ✓ more 'exploratory talk', as opposed to 'presentational talk' (Barnes, 1997)
- ✓ students speak, read and write more than the teacher

# Unit 5: CLIL as an element of bilingual and plurilingual education

## Activity 3c: Plurilingualism and pluriculturalism in content-based teaching

Use the Cambridge English TKT (Teaching Knowledge Test) CLIL Glossary 2015 to create a list of relevant technical terms connected to content-based teaching.

Find it here:

<https://www.cambridgeenglish.org/Images/22194-tkt-clil-glossary-document.pdf>

Start your list like this and add appropriate definitions



- ✓ CLIL
- ✓ Bilingual (in CLIL contexts)
- ✓ BICS
- ✓ CALP
- ✓ Coyle's four Cs in the 4C Framework of CLIL
- ✓ HOTS
- ✓ LOTS
- ✓ Critical thinking
- ✓
- ✓
- ✓
- ✓

# Unit 5: CLIL as an element of bilingual and plurilingual education

Activity 4a: Harvesting CLIL's potential to further the development of plurilingualism

Find below a list with reasons for the EC to promote CLIL. Add to this list to underline CLIL's potential for plurilingual and pluricultural approaches. Use the text box on the following page for your notes.

Similarly, the European Commission prioritises intercultural knowledge, understanding and communication skills by placing these dimensions at the top of their list of benefits associated with a CLIL approach as evidenced below:

CLIL's multi-faceted approach can offer a variety of benefits. It:



# Unit 5: CLIL as an element of bilingual and plurilingual education

- builds intercultural knowledge and understanding
- develops intercultural communication skills
- improves language competence and oral communication skills
- develops multilingual interests and attitudes
- provides opportunities to study content through different perspectives
- allows learners more contact with the target language
- does not require extra teaching hours
- complements other subjects rather than competes with them
- diversifies methods and forms of classroom practice
- increases learners' motivation and confidence in both the language and the subject being taught

(European Commission 2008)



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# Unit 5: CLIL as an element of bilingual and plurilingual education



## Activity 4a: Harvesting CLIL's potential to further the development of plurilingualism

As regards the promotion of plurilingual approaches, CLIL classrooms contribute by:



# Unit 5: CLIL as an element of bilingual and plurilingual education

## Activity 4b: Putting it into practice

Use the training kit by M. Bernaus, Á. Furlong, S. Jonckheere and M. Kervran (2011) from your mandatory reading list and read chapter 3 “Rationale” to revise and add to your knowledge of CLIL and its potential for plurilingualism and pluriculturalism.

Link to the training kit: [https://www.ecml.at/Portals/1/documents/ECMLresources/2011\\_11\\_26\\_Conbat\\_fuer\\_web.pdf?ver=2018-03-20-160408-117](https://www.ecml.at/Portals/1/documents/ECMLresources/2011_11_26_Conbat_fuer_web.pdf?ver=2018-03-20-160408-117)

As there is no abstract at the beginning of the chapter, compose one comprising approximately 100 words.



# Reflection tool for students:

## Description/Reporting:

Summarize the content of this module into five sentences. What are the key elements of the unit?

## Feelings/Responding:

What are your feelings and thoughts about the content of the unit?

Not at all...

... very much

	1	2	3	4	5
How interesting was this set of activities for you?					
How informative / helpful was this set of activities?					
Relating: Were you familiar with some of the concepts introduced in the unit before? What does the unit mean for your work as a foreign language teacher?					

**Analysis / Evaluation: How difficult was this set of activities?**

1

2

3

4

5

**Why? What would have made it easier?**

**What did you like about the unit?**

**What did you not like about the unit?**



# Reflection and assessment: options for teachers

Evaluation tool to be used for teachers of the module

The following examples can be used as essay questions for students, themes for presentations or a basis for the development of student research projects

1. Essay questions / themes for presentations:

- How has the “monolingual bias” been affecting FL teaching and what arguments can be presented in favour of a more diverse approach?
- Compare and contrast the concepts of multilingualism and plurilingualism.
- Define translanguaging and consider its potential for innovation against the backdrop of other concepts of language teaching.
- Describe the relationship between languaging and translanguaging.



# Reflection and assessment: options for teachers

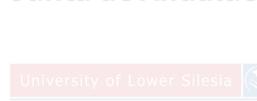
- Explain and comment on O. García`s definition of the teacher role as “adetective”, “an architect” and “a transformer”. Use her talk at the University of Luxembourg (2017) as a starting point: <https://www.youtube.com/watch?v=fjBPxUm0hAM>
- Explain similarities and differences between code-switching and translanguaging.
- Explain what the notion of the learner as “a social agent” refers to. What implications does this attribute have for learner identity and plurilingual communication as a whole?
- h. Using O. Garcia et al.`s book on “The Translanguaging Classroom” (2017) present and evaluate case studies of three teachers (Carla, Stephanie and Justin).
- Discuss the implications of translanguaging on standardised language testing.
- Explain and critically analyse the image of the “Translanguaging Corriente”.
- How can a teacher be sure that CALPS and LOTS can be successfully implemented in a plurilingual learning environment? Provide a considered view.



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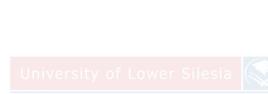
# Reflection and assessment: options for teachers

Evaluation tool to be used for teachers of the module

The following examples can be used as essay questions for students, themes for presentations or a basis for the development of student research projects

## 2. Student research project questions:

- Consider multilingualism as part of a diverse concept of literacies. Use the publication below as a starting point: García, O., Bartlett, L., & Kleifgen, J. A. (2007). From biliteracy to pluriliteracies. In: P. Auer & L. Wei (Eds.), Handbook of Applied Linguistics, vol. 5: Multilingualism(pp. 207–228). Berlin: Mouton–DeGruyter.
- Do some research on past and present debates in the field of translanguaging and try to pinpoint what the controversies are actually about. Which view are you inclined to support?
- Comment on O. García`s and L. Wei`s claim that translanguaging is “part of a moral and political act that links the production of alternative meanings to transformative social action” (García & Wei 2014: 57).





# Reflection and assessment: options for teachers

- Present the historical roots of “the plurilingual vision” (Piccardo 2016), assess its position in the present and make some considered predictions for the future.
- Using J. Cummin`s work on translanguaging and language teaching methods, what ideas about language learning in a plurilingual classroom does he propose? Use the following link to access some of his publications.

[https://www.researchgate.net/profile/Jim\\_Cummins5](https://www.researchgate.net/profile/Jim_Cummins5)

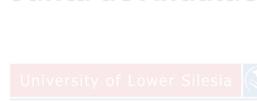
- How can CLIL contribute to spread the idea of plurilingual and pluricultural teaching in the education system?
- Translanguaging and speaker identity: Consider O. Garcia`s view (2013) on the subject
- Present ideas for the use of standards in the translanguaging classroom by analysing the CEFR (2001) and its Companion Volume (2018) as well as CARAP / FREPA (2012).
- Use the model G. Blell and S. Doff propose (2014, p. 86) in response to M. Byram`s model on intercultural communication (1997) and determine to what extent it can be connected to plurilingual approaches. Find the reference in question below



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# Reflection and assessment: options for teachers

Blell, G. & Doff, S. (2014), "It takes more than two for this tango: Moving beyond the self/other-binary in teaching about culture in the global EFL-classroom", in: Zeitschrift für Interkulturellen Fremdsprachenunterricht. Didaktik und Methodik im Bereich Deutsch als Fremdsprache, (19) 1, 77-96.

**Please note that the questions above can only ever constitute the starting point of your research project! Details of methodology and writing formats should be discussed in greater detail with your supervisor.**



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# Model solutions to Assessment tasks



1g. Explain what the notion of the learner as “a social agent” refers to. What implications does this attribute have for learner identity and plurilingual communication as a whole?

The Common European Framework of References describes the language learner as an “social learner” (CEFR, 2018: 26). The title “social agent” is intended to emphasise the change in language learning and language teaching, also known as the so-called “paradigm shift”, towards an inclusive, plurilingual and pluricultural teaching and learning concept. At the same time, the description “social” refers to a changing society, characterised by cultural diversity and exchange. Thus, the CEFR aims at enabling the language learner to find his/her way in a social, diverse and cultural world. By empowering the learner with cultural and linguistic knowledge, he/she is able to engage independently. In this context, knowledge means decentring from the original idea of “self” and “other” towards the concept of “trans”. This shift refers to the idea that one’s own culture (self) and the culture of others (other) are no longer seen separately, but that both are seen as something subjective and dynamic. Through interaction and exchange, the self is constantly expanded by new impressions and views and the other is constantly redefined. Therefore, the term “trans” embraces both and refers to language and culture as something that is connected and in motion. Learners as social agents therefore develop an attitude in which culture is seen as something dynamic and the own identity as something that is continuously expanding through new linguistic and cultural encounters. However, this can only be achieved if language learners are seen as agents that are able to use the target language. Therefore, language teaching and teaching practises need to be adapted to the learners’ prerequisites, offer them opportunities to get to know and try out their own abilities and allow for critical reflexion of authentic learning materials in order to build up a critical cultural awareness. At the same time the classroom needs to be a place where learners have the possibility to use their full linguistic repertoire and where they can use language in order to analyse similarities and differences of languages and cultures.





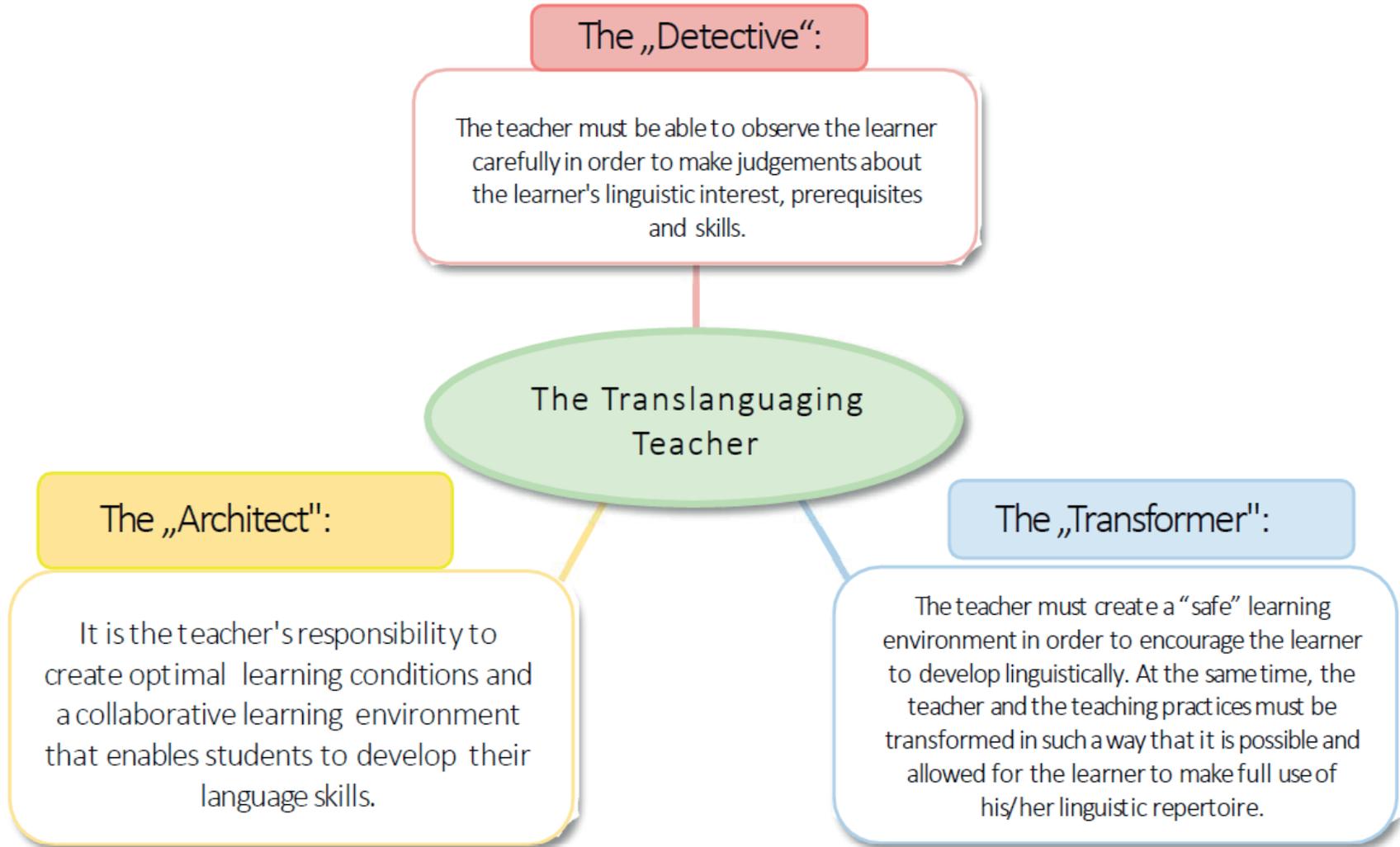
1i. Discuss the implications of translanguaging on standardised language testing.

The standardised language testing is affected by translanguaging because...

- ◇ ...the requirements for testing need to be adapted to the learner's individual prerequisites.
- ◇ ...the goals of language teaching need to be redefined.
- ◇ ...the curricular regulations must be changed from the ground up.
- ◇ ...the idea of separate language classes is changed towards the concept of one "language class" that considers all the students' linguistic competences as a single repertoire and trains it specifically.
- ◇ ...teaching material and methods must be adapted to the individual abilities of the students.
- ◇ ...examination material can no longer be adapted to the goal of monolingualism or to the levels of the CEFR (C1, C2, B1, B2...).
- ◇ ...linguistic goals and objectives of teaching need to be redefined.
- ◇ ...teachers must be prepared much more far-reaching.
- ◇ ...cultural contact and authentic exchange must be ensured through language teaching.
- ◇ ...code-switching should no longer be seen as a lack of competence in speaking a language fluently, but as a tool to express oneself linguistically and to use one linguistic repertoire.



1e. Explain and comment on O. García's definition of the teacher role as a detective, an architect and a transformer. Use her talk at the University of Luxembourg(2017) as a starting point.





Garcia manages to make the tasks and challenges for the teacher regarding the implementation of translinguaging in the classroom seem feasible through pictorial representations and powerful titling. As a teacher, you have to fulfil a multitude of tasks in addition to imparting knowledge. Students spend a lot of time at school and are supposed to be prepared for life. Therefore, the teacher is often seen as the contact and reference person for many students. Garcia describes the teacher's tasks with the help of positive and practical titles that everyone has heard somewhere or can identify with to some extent. A detective investigates and researches through clever and careful work. An architect often builds a "house" in which other people feel at home and protected. The transformer is a character full of strength, who is able to adapt to new situations. Thus, through these three characters, Garcia manages to encourage teachers to identify with these characters and take on their strengths and abilities.

Nevertheless, by describing the tasks and abilities of a teacher through these characters, it illustrates the high demands that a teacher has to face and live up to. Even though Garcia makes these tasks sound very easy and doable, mastering them means a lot of work, preparation and experience. When hearing Garcia's speech, some teachers might legitimately feel overwhelmed or not up to the demands.

While Garcia's description highlights the role of the teacher in a translinguaging classroom, it reinforces the need for sufficient assistance and support for teachers in order to successfully implement the translinguaging approach.

References:

Council of Europe (2018). "Common European Framework of References for Languages: Learning, Teaching, Assessment – Companion Volume with the Descriptors." Language Policy Programme Education Policy Division Education Department.