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TEACHER | CULTURE | PLURI



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Module 2: Language

Plurilingualism – Classroom application

Includes:

Teacher's compendium: overview of the content and teaching methods of the module (in reference to the other modules);

- **List of general learning outcomes in relation to teacher education programmes of each institution;**
- **References, mandatory reading list and further reading suggestions;**
- **Teaching unit: 5 connected themes with hands-on research-informed, interactive and collaborative 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):

Plurilingualism – Classroom Application (ML2) is the second module on language in this program, which addresses the topics of Language– Ideology – Power; Language Education Policies and how they inform/regulate language education practices; Plurilingual Awareness; Plurilingualism in Practice, and Translanguaging Classroom Practices.

Students will get insight into some relevant research and the existing Language Education Policies. During this module students will develop their critical thinking skills and complete some hands-on classroom observation and curriculum design activities.

Learning outcomes:

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

- ✓ recognize the interrelationship among language, identity and power;
- ✓ examine the mechanisms influencing language education;
- ✓ analyse, compare and debate various language education policies (within and outside the European Union);
- ✓ examine how language education policies and practices are presented in the media in their own country;
- ✓ demonstrate plurilingual competence;
- ✓ analyse and practice teachers' plurilingual awareness;
- ✓ design activities for chosen content subject;
- ✓ examine and value the benefits of translanguaging practices in the classroom;
- ✓ create tasks that involve translanguaging practices.

Fundamental topics:



1. Language – Identity – Power

2. Language Education Policies and how they inform / regulate

language education practices

3. Plurilingual Competence

4. Plurilingualism in Practice

5. Translanguaging Classroom Practices



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Advanced skills:

- Analyse teachers' plurilingual awareness
- Designing classroom activities and projects for CLIL classroom
- Debating about advantages and disadvantages of translanguaging classroom practices
- Developing translanguaging practices in the plurilingual classroom



Content of the module with reference to other modules:

This module is the continuation of work on the topics discussed in ML1. There is a certain overlap of mandatory readings, which is due to the synergy between the two modules. Module ML2 offers ideas for classroom application of theories taught in Module ML1.



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Key concepts/terms & definitions:



Ascribed identity: when others impose a pre-conceived identity on an individual due to, for example, their physical appearance (IEREST 2015, p. 17).

Language repertoire: The totality of linguistic features that the language user has without separating to which language they belong to. (Golubeva & Csillik 2018, p. 116).

Plurilingualism: The concept of plurilingualism, according to Council of Europe documents, can be understood from a threefold perspective: as a capacity, which all speakers have from using and learning – independently or through instruction – more than one language; as a skill, which any person has from using their partial knowledge of various languages and their experience of different cultures, for communicating and participating in intercultural activities; and as an attitude of tolerance towards diversity. Furthermore, the fact of being plurilingual is



Key concepts/terms & definitions:



also becoming an educational value because the speakers' awareness of their own plurilingualism promotes an appreciation of all native and foreign languages. This concept is [...] materialised in the repertoire of languages that the speaker can use. (Generalitat of Catalonia 2018, p.12)

Plurilingual competence: Plurilingual competence refers to the repertoire of resources which individual learners acquire in all the languages they know or have learned, and which also relate to the cultures associated with those languages (languages of schooling, regional/minority and migration languages, modern or classical languages). (Council of Europe 2016, p. 10)



Key concepts/terms & definitions:



Teachers' plurilingual awareness: Consists of 3 components: (1) crosslinguistic and metalinguistic knowledge, (2) knowledge about adopting a plurilingual approach in the classroom, (3) psycholinguistic knowledge of individual learner differences that facilitate learning.

(Otwinowska 2014, p. 101)

Plurilingual speaker: Being plurilingual does not mean being completely fluent in a large number of languages, but rather acquiring the skill to use more than one linguistic variety with different levels of expertise and for different purposes. (Generalitat of Catalonia 2018, p. 12)

Scaffolding: The support given during the learning process that is tailored to the needs of the student with the intention of helping the student achieve his or her learning goals. (Golubeva & Csillik 2018, p. 116).

Key concepts/terms & definitions:



Translanguaging: The approach supposes that there is only one, unique language system that the language user has and that enables the language user to use all the complex language features from his or her language repertoire according to his or her free choice. (Golubeva & Csillik 2018, p. 116).

Translanguaging Practices: The term refers to trans-semiotic communicative practices that use various linguistic resources, symbols, images, codes, etc. (Golubeva & Csillik 2018, p. 116).





TEACHING UNIT 1

with suggested tasks and activities

THEME: Language – Identity – Power

LEARNING OUTCOMES:

By the end of this unit students will be able to

- ✓ recognize the interrelationship among language, identity and power,
- ✓ examine the mechanisms influencing language education.

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TEACHING UNIT 1

with suggested tasks and activities

DIDACTIC COMMENTARY:

As suggested in the document published by the Ministry of Education of Cataluña (Spain), “Recognition of student languages must take place in all languages and subjects. In a multilingual and multicultural context like ours, placing value on student languages also involves accepting a controlled use of these languages as a strategy for strengthening the target language or languages for learning (Cummins, 2007)” (Generalitat Catalunya 2018, p. 24). In this unit, you will discuss with your students the interrelationship among language, identity and power, and make them recognize and examine the mechanisms influencing language education. The learning objectives will be achieved through a variety of research-informed, hands-on interactive and collaborative activities such as warming-up, analysing video and critical incidents, self-evaluation, and using the Compass Rose as a tool. You are advised to adapt these activities to your country context. The workload is planned for 15 hours in this unit.



SUGGESTED TASKS AND ACTIVITIES:

ACTIVITY 1.1

Setting up Activity 1.1

GROUP SIZE

min 6 (for 2 groups of 3), up to 30 students

ESTIMATED TIME

60 to 90 minutes

TRAINING METHODS

discussion, group work, playing out the roles

MATERIALS

a scenario of a fictive situation (e.g. organizing New Year party, celebrating friends' birthday, discussing approaching project deadlines)

EQUIPMENT AND SUPPLIES

none

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

break-out rooms (virtual) or chairs arranged in a circle (regular)

SUGGESTED TASKS AND ACTIVITIES:

ACTIVITY 1.1

Trainer's Notes

The instructor will start teaching this unit with a warm-up activity. The instructor will divide them in groups of 3-5.

Each group is assigned a language (Chinese, English, Russian, Italian, etc.). First, members within the group should discuss and reflect on their feelings / attitudes, e.g.: pride or shame, envy, admiration (and so on) towards that language; identify positive and negative sides of being a native speaker of that language.

After having discussed it within the group, new groups will be formed the way that each new group has one member of each „language group”. Through a fictive situation of gathering these members each student should act and behave according to the characteristics/ stereotypes they had identified in their original groups.

The trainer will conduct a debriefing on the stereotypes that influenced students' behaviour, how they felt about this, and finish the activity by inviting students to reflect on the role of stereotypes in the process of intercultural communication.



ACTIVITY 1.2

What kind of person are you?

Source: IEREST (2015). Intercultural education resources for Erasmus students and their teachers. Koper, Slovenia: Annales University Press, p. 17. Available at https://www.researchgate.net/publication/283795680_IEREST_Intercultural_education_resources_for_Erasmus_students_and_their_teachers

Setting up Activity 1.2

GROUP SIZE

up to 30 students

ESTIMATED TIME

60 minutes

TRAINING METHODS

watching the video, discussion, group work

MATERIALS

“What kind of Asian are you?” video, available on YouTube

EQUIPMENT AND SUPPLIES

a projector and a computer

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

break-out rooms (virtual) or chairs arranged in a circle (regular)

ACTIVITY 1.2



Trainer's Notes

In this task, students will be introduced to the concept of 'ascribed identities' (i.e. when others impose a pre-conceived identity on an individual due to, for example, their physical appearance) by watching the video "What kind of Asian are you?", available on YouTube.

The clip shows a fictional casual meeting between two Americans, a woman and a man, while jogging. The man's essentialising assumptions about the woman and her Asian physical traits cause a conflict between them.



ACTIVITY 1.3

Source: Golubeva, I. (in progress). Translanguaging as a Tool for Supporting Multilingual Identities, based on IEREST (2015, p. 23).

Setting up Activity 1.3

GROUP SIZE

up to 30 students

ESTIMATED TIME

30 to 60 minutes

TRAINING METHODS

individual work, class discussion

MATERIALS

worksheet

EQUIPMENT AND SUPPLIES

none

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

virtual room or chairs arranged in a circle (regular)



ACTIVITY 1.3



Trainer's Notes

In this activity students will complete self-evaluation, and check what they have learnt from the previous activities.

Students will be invited to answer the question “What do you think you have learnt to do?” by ticking the appropriate boxes and providing examples where possible.

In plenary, invite students to share the results of their self-evaluation and reflect on them



ACTIVITY 1.4



Setting up Activity 1.4

GROUP SIZE

min 2, up to 30 students

ESTIMATED TIME

60 to 90 minutes

TRAINING METHODS

reading, watching video, individual work, discussion, pair work

MATERIALS

Video with Jim Cumming, readings (available in Appendix 1.4)

EQUIPMENT AND SUPPLIES

none, a computer and a projector, or laptops for each student

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

break-out rooms (virtual) or chairs arranged in a circle (regular)



ACTIVITY 1.4



Trainer's Notes

In this activity, your students will analyse the interrelationship among language, identity and power, and examine the mechanisms influencing language education.

First, ask them to study several sources (see suggested sources below, or choose ones that are more relevant to your context), and then ask students to work in pairs and add their ideas to the Compass Rose on the mechanisms influencing language education in their country.



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TEACHING UNIT 2

with suggested tasks and activities

THEME: Language Education Policies and how they inform / regulate language education practices

LEARNING OUTCOMES:

By the end of this unit students will be able to

- analyse, compare and debate various language education policies (within and outside the European Union);
- examine how language education policies and practices are presented in the media in their own country.



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TEACHING UNIT 2

with suggested tasks and activities

DIDACTIC COMMENTARY:

In this unit, your students will analyse, compare and debate the language education policies, and examine how these language education policies and practices are presented in the media of those countries.

Students will achieve the learning objectives through studying research-informed materials and journal writing, and through interactive and collaborative activities such as pair work, research project, poster presentation and a class debate.

You are advised to adapt these activities to your country context, and to change the sources more relevant for your education system. The workload is planned for 15 hours in this unit.



ACTIVITY 2.1



Setting up Activity 2.1

GROUP SIZE

up to 30 students

ESTIMATED TIME

60 to 90 minutes

TRAINING METHODS

reading, individual work, reflective writing, discussion, group work

MATERIALS

readings

EQUIPMENT AND SUPPLIES

a laptop, or paper and pen

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

asynchronous for individual task, and breakout rooms (virtual) or chairs arranged in a circle (regular) for group work



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ACTIVITY 2.1

Trainer's Notes

In preparation to the first class in this unit, ask students to read

- Council of Europe (2007). From Linguistic Diversity to Plurilingual Education: Guide for the Development of Language Education Policies in Europe. Strasbourg: Council of Europe Publishing. Available at <https://www.coe.int/en/web/language-policy/from-linguisticdiversity-to-plurilingual-education-guide-for-the-development-of-language-educationpolicies-in-europe>

Before you assign this task you can briefly explain what this document is about and what its purpose is (Source: <https://www.coe.int/en/web/language-policy/from-linguistic-diversity-toplurilingual-education-guide-for-the-development-of-language-education-policies-in-europe>):



ACTIVITY 2.1



From linguistic diversity to plurilingual education: Guide for the development of language education policies in Europe. By Jean-Claude Beacco, Michael Byram (2007).

This Guide is intended for those who influence, formulate and implement language education policy at any level. It presents approaches to the development of policies rather than policies as such, and is designed to accommodate the needs of different education contexts.

The aim of the Guide is to offer an analytical instrument which can serve as a reference document for the formulation or reorganisation of language teaching in member states.

Its purpose is to provide a response to the need to formulate language policies to promote plurilingualism and diversification in a planned manner so that decisions are coherently linked.

Accordingly, the Guide does not promote any particular language education policy but attempts to identify the challenges and possible responses in the light of common principles. It is intended for those who influence, formulate and implement language education policy at any level. It presents approaches to the development of policies rather than policies as such, and is designed to accommodate the needs of different education contexts.

It constitutes one of the key documents for the development of (national or regional) Language Education Policy



ACTIVITY 2.1



Profiles.

Structure of the Guide

The Guide for the Development of Language Education Policies in Europe is organised in three parts:

- analyses of current language education policies in Europe (common characteristics of member states policies and presentation of Council of Europe principles);
- information required for the formulation of language education policies (methodologies for policy design, aspects/factors to be taken into account in decision making);
- implementation of language education policies (guiding principles and policy options for deciders in providing diversification in choice of languages learned and in promoting the development of plurilingual competence; inventory of technical means and description of each 'solution' with indicators of cost, lead in time, means, teacher training implications, administration etc.).

The Guide exists in two versions of unequal length to suit the needs of specific groups of readers:



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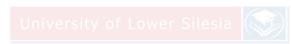
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ACTIVITY 2.1



- the Main version is the reference version, written for those who decide language education policy, and which provides the scientific and professional argument and evidence in detail. The new edition was developed after a process of consultation; it includes cross-references to related Studies, as well as a glossary
- an abridged Executive version, written for policy deciders involved in language education policies but who may have no specific specialist knowledge of technical matters in language education.



ACTIVITY 2.2



Setting up Activity 2.2

GROUP SIZE

up to 30 students

ESTIMATED TIME

60 to 90 minutes

TRAINING METHODS

reading, discussion, writing, pair work, project work

MATERIALS

reference studies and key policy documents

EQUIPMENT AND SUPPLIES

none

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

break-out rooms (virtual) or chairs arranged in a circle (regular)



ACTIVITY 2.2



Trainer's Notes

In this activity students will be divided in pairs and will be asked to work on a research project.

1. In pairs, they will choose a couple of sources: Language Education Policies of two different countries (they can find them online), and they also can use some studies of the 21 documents linked in the publication by Council of Europe (2007). From Linguistic Diversity to Plurilingual Education: Guide for the Development of Language Education Policies In Europe. Strasbourg: Council of Europe Publishing. Available at

<https://www.coe.int/en/web/language-policy/from-linguistic-diversity-to-plurilingualeducation-guide-for-the-development-of-language-education-policies-in-europe>

List of 21 Reference Studies

The Guide is accompanied by a series of separately published Reference Studies on key policy issues which provide in-depth analysis of key issues covered in the Main Version.

ACTIVITY 2.2



2. Students will have to compare and contrast two Language Education policies. To gain critical understanding of these language education policies, students can use additional sources as listed above. Also students will have to find one or two examples of how these language education policies and practices are presented in the national media in that country.

3. Pairs will have to write a 3-page report on their findings.



ACTIVITY 2.3



Setting up Activity 2.2

GROUP SIZE

up to 30 students

ESTIMATED TIME

60 to 90 minutes

TRAINING METHODS

project work, pair work, hands-on activity, presentation

MATERIALS

materials collected during the project work

EQUIPMENT AND SUPPLIES

paper and pencils for designing a paper poster; a computer for designing a digital poster

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

virtual room and a virtual space for sharing digital posters for a virtual conference), or a room with enough space for displaying posters for a face-to-face conference



ACTIVITY 2.3



Trainer's Notes

As the final activity in this unit, you will organize a poster conference in your class. Students will have to design (and print) a poster in which they will present the results of their research project.

They will have to present their poster, and debate the language education policies in plenary.

(Typically, universities organize students' research conferences. You can advise your students to submit their proposal for such event, which will motivate them to work further on the subject matter).





TEACHING UNIT 3

with suggested tasks and activities

THEME: Plurilingual Competence

LEARNING OUTCOMES:

By the end of this unit students will be able to

- demonstrate plurilingual competence;
- analyse and practice teachers' plurilingual awareness.



TEACHING UNIT 3

with suggested tasks and activities



DIDACTIC COMMENTARY:

In this unit, you will overview such concepts/terms as plurilingual competence, language repertoire, plurilingualism, teachers' plurilingual awareness. You will start the unit with an icebreaker in order to enhance your students' language awareness. If you decide so, you can use Activity 3.2 to raise students' awareness on the example of so-called "false friends". Activities 3.3- 3.4 are designed to develop students' understanding of the main concepts/terms of this unit through the use of mind-mapping, and to further develop their plurilingual competence. Activities 3.5- 3.6 are designed to analyse and practice teachers' plurilingual awareness through cognitive and hands-on exercises. Feel free to adapt these activities according to your students' needs. The workload is planned for 15 hours in this unit.



SUGGESTED TASKS AND ACTIVITIES:

ACTIVITY 3.1

Setting up Activity 3.1

GROUP SIZE

min 10 max 30 students

ESTIMATED TIME

60 to 90 minutes

TRAINING METHODS

reading, discussion, group work

MATERIALS

if the class is monolingual, the teacher will prepare handouts (digital or printed out) with short texts written in languages spoken by various celebrities and the videos of these celebrities if the class is multilingual, pen and paper, on which the students will write short texts in their first languages

EQUIPMENT AND SUPPLIES

a computer and a projector for showing videos (in monolingual class)
paper and pen for writing texts (in multilingual class)

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

break-out rooms (virtual) or chairs arranged in a circle (regular)



ACTIVITY 3.1



Trainer's Notes

This activity can be used as an ice-breaker in a multilingual classroom. Each student chooses a paper with a short text written in a language spoken by another student in the class. By figuring out the language of the text, and who may speak it in the class, they get to know their classmates. Students may also do this activity together with a small group.

If the class is monolingual, students may be offered by the instructor a list of celebrities and guess what languages those celebrities speak. The instructor also may play videos of various celebrities speaking their native languages, e.g. Trevor Noah, etc. Such videos can be easily found in YouTube.



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ACTIVITY 3.2 (OPTIONAL)



Setting up Activity 3.2

GROUP SIZE

min 2, up to 30 students

ESTIMATED TIME

30 to 60 minutes

TRAINING METHODS

reading, discussion, pair work

MATERIALS

examples collected by students, article

EQUIPMENT AND SUPPLIES

none

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

break-out rooms (virtual) or chairs arranged in a circle (regular)



ACTIVITY 3.2 (OPTIONAL)



Trainer's Notes

This task is optional and can be used for developing students' language awareness. Divide students in small groups of 3 or 4, preferably, from different language background. Ask them to collect examples for the phenomenon known as the "False Friends" in language learning. Examples should be collected on all languages spoken by the students in the given group.

You can offer your students to discuss the following short article (<https://www.weareteacherfinder.com/blog/false-friends-language-learning/>) on False Friends in Language Learning, and to share their personal experiences in relation to this phenomenon.



ACTIVITY 3.3



Setting up Activity 3.3

GROUP SIZE

min 9, up to 30 students

ESTIMATED TIME

60 to 90 minutes

TRAINING METHODS

reading, watching a video, discussion, individual and pair work, mind-mapping

MATERIALS

excerpt from a book, video of a webinar

EQUIPMENT AND SUPPLIES

a computer and a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

break-out rooms (virtual) or chairs arranged in a circle (regular)



ACTIVITY 3.3



Trainer's Notes

This activity is planned to overview the concepts of plurilingual competence, plurilingualism and language repertoire. Ask your students to read pages 157–161 from Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors. Strasbourg: COE-Int. Available at <https://rm.coe.int/cefrcompanion-volume-with-new-descriptors-2018/1680787989>

Also, ask students to watch the Webinar on CEFR Companion Volume on Plurilingual Pluricultural Competence <https://vimeo.com/272757468>.

Students will work in pairs and create a mind map showing the Interconnectedness between language repertoire, identity, plurilingual competence and plurilingualism. You can advise your students to use one of the available free software for mind mapping: <https://www.mindmeister.com/>, www.lucidchart.com/mind-maps

ACTIVITY 3.4



Source: <https://maledive.ecml.at/Studymaterials/School/Buildingonplurilingualism/tabid/3619/language/en-GB/Default.aspx>

Setting up Activity 3.4

MATERIALS

some country specific websites of a big global company, such as McDonalds

GROUP SIZE

min 9, up to 30 students

EQUIPMENT AND SUPPLIES

a computer and a projector

ESTIMATED TIME

90 to 120 minutes

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

break-out rooms (virtual) or chairs arranged in a circle (regular)

TRAINING METHODS

reading, exploring various websites, discussion, individual and group work, practicing reflection



ACTIVITY 3.4



Trainer's Notes

The purpose of this task is to develop your students' plurilingual competence. This activity consists of a series of steps. Please ask students to strictly follow the sequence.



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ACTIVITY 3.5



Setting up Activity 3.5

GROUP SIZE

min 9, up to 30 students

ESTIMATED TIME

90 to 120 minutes

TRAINING METHODS

reading, discussion, group work

MATERIALS

articles

EQUIPMENT AND SUPPLIES

a computer to read digital articles, or printed out article

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

break-out rooms (virtual) or chairs arranged in a circle (regular)



ACTIVITY 3.5

Trainer's Notes

Ask students to read the article by Otwinowska, A. (2014). Does multilingualism influence plurilingual awareness of Polish teachers of English? *International Journal of Multilingualism*, 11 (1), pp. 97-119.

<https://doi.org/10.1080/14790718.2013.820730> Available at:

https://www.researchgate.net/publication/271992522_Does_multilingualism_influence_plurilingual_awareness_of_Polish_teachers_of_English (also in Appendix 3.5)

And, then invite students to analyse and discuss with your class the importance and the components of teachers' plurilingual awareness.



ACTIVITY 3.6

(Adapted from Golubeva, I. (in progress). Translanguaging as a Tool for Supporting Multilingual Identities.)

Setting up Activity 3.6

GROUP SIZE

min 9, up to 30 students

ESTIMATED TIME

90 to 120 minutes

TRAINING METHODS

reading, discussion, group work

MATERIALS

articles

EQUIPMENT AND SUPPLIES

tables, poster paper and coloured markers

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

break-out rooms (virtual) or chairs arranged in a circle (regular)



ACTIVITY 3.6



Trainer's Notes

The purpose of this activity is to develop teachers' plurilingual awareness in your students.

Ask students to read a short article on First-Day Actions for a Culturally Sustaining Classroom Environment (<https://ncte.org/blog/2018/08/first-day-actions-for-a-culturally-sustainingclassroom-environment>), and discuss with them the experiences that children from other than language of instruction linguistic backgrounds may feel when entering the classroom on their first day at school. Prompt questions for the class discussion in plenary:

- What do children see on the walls?
- What do they hear?
- What welcomes them?





ACTIVITY 3.6



Then, divide the class in small groups of 3 or 4. Put on the tables large poster paper with coloured markers, and ask students to circulate from table to table by adding their ideas to the following topics:

- What can be put on the walls in a multilingual classroom? In a CLIL classroom?
- What books, dictionaries, or other printed resources should be in such classrooms?
- How to create a “safe space” in the classroom?
- How should visuals be adapted to a multilingual classroom? to a CLIL classroom?
- How curriculum should be adapted to a multilingual classroom?

(Adapted from Golubeva, I. (in progress). Translanguaging as a Tool for Supporting Multilingual Identities.)





TEACHING UNIT 4

with suggested tasks and activities

THEME: Plurilingualism in Practice

LEARNING OUTCOMES:

By the end of this unit students will be able to

- design activities for chosen content subject

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TEACHING UNIT 4

with suggested tasks and activities

DIDACTIC COMMENTARY:

The theme of this unit is Plurilingualism in Practice. Teacher training is crucial in preparing teachers for one of their main future tasks – which is curriculum design. The learning objective will be achieved by studying research-informed materials and through completing hands-on interactive and collaborative activities such as: simulation game, practicing (self-)reflection, designing class activities, planning a CLIL project, practicing how to provide a feedback. Feel free to adapt these activities to your educational context. The workload is planned for 15 hours in this unit.



ACTIVITY 4.1



Setting up Activity 4.1

GROUP SIZE

min 12, up to 30

ESTIMATED TIME

90 minutes

TRAINING METHODS

reading, discussion, group work, playing out the assigned roles, practicing reflection

MATERIALS

assigned roles (you can choose between letting your students improvise or providing their role description, Gibbs' reflective circle as indicated in Lantz-Deaton & Golubeva (2020: p. 203-205))

EQUIPMENT AND SUPPLIES

if you wish you can use stickers of 4 different colours to assign roles

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

break-out rooms (virtual) or chairs arranged in a circle (regular)



ACTIVITY 4.1



Trainer's Notes

The task is about the simulation of thoughts / feelings / perceptions of an immigrant family in a foreign country.

In order to make everyone participate in this activity, the class will be divided in four equal groups: “fathers”, “mothers”, “children”, and “teachers”. If this is not possible, and the number of students in the class cannot be divided in four equal groups, then the group of “children” will be bigger (there will be more than one child in the “family”).

Students in the first group will simulate the “father” who comes to work to the new country as an adult and has to learn the language. He has difficulties in learning a new language, but doesn't have time to take a course because of his work.

Students in the second group will simulate the “mother” who stays at home. She has very few opportunities to practise the new language, and it is very difficult for her to learn this language as an adult.

ACTIVITY 4.1



Students in the third group will simulate the “child(ren)” of the family who has/have already learnt (and quite easily) the language and sometimes help(s) the parents, but sometimes feel(s) shame because of them in certain situations when their parents fail to demonstrate the proper language knowledge.

And, students in the fourth group will simulate the “teacher” who invites parents to discuss the difficulties of the “child(ren)” in maths class and asking parents to help their child(ren) while studying at home, because their grades are very concerning.

Students are set in groups consisting of a father, a mother, a child (or children), and a teacher, and are invited to simulate how this consultation of teacher with parents in the presence of their child is going.

After this simulation game, students are invited to debrief by using Gibbs’ reflective circle as indicated in Lantz-Deaton & Golubeva (2020: p. 203–205).



ACTIVITY 4.2



Setting up Activity 4.2

GROUP SIZE

up to 30 students

ESTIMATED TIME

90–120 minutes

TRAINING METHODS

reading, discussion, group work

MATERIALS

two excerpts from a guide published by the Council of Europe, PPT slides by Piccardo

EQUIPMENT AND SUPPLIES

a laptop to access the digital publication, a computer and a projector to show the PPT slides

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

break-out rooms (virtual) or chairs arranged in a circle (regular)



ACTIVITY 4.2



Trainer's Notes

Ask students to read from Council of Europe (2016). Guide for the Development and Implementation of Curricula for Plurilingual and Intercultural Education. Strasbourg: Council of Europe Publishing. Available at

https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0_9000016806ae621

- Executive Summary, pp. 9-14 and
- Chapter 1: Designing curricula for plurilingual and intercultural education, pp. 15- 28.

Make sure you explain and discuss in class the following topics and concepts:

- Aims and values of plurilingual and intercultural education;
- Characteristics of a curriculum meeting the aims and values of plurilingual and intercultural education;
- What do we mean by curriculum design;
- Development levels and implementation of the curriculum;
- The components of curriculum planning;



ACTIVITY 4.2

- Key concepts relating to plurilingual and intercultural education;
- Resources and references for plurilingual and intercultural education;
- Ways of bringing plurilingual and intercultural education into the curriculum;
- Measures to make teaching more effective.

Chapter 1 provides very clear explanation of the issues and concepts/terms listed above and also some great tables and figures.

OPTIONAL: You can also use PPT slides by Piccardo:

<https://rm.coe.int/teacher-educationimplications-and-opportunities-piccardo-/1680788b27>

to explain the CEFR Companion Volume(CEFR/CV) and its implementation teacher education, including opportunities for action-oriented teaching and learning.

ACTIVITY 4.3



Setting up Activity 4.3

GROUP SIZE

up to 30 students

ESTIMATED TIME

6–12 hours, depends on how many students in the class will be presenting (i.e. teaching) their activities

TRAINING METHODS

hands-on activity, group work

MATERIALS

materials for creating interesting CLIL lessons (available online)

EQUIPMENT AND SUPPLIES

a projector and a computer

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

break-out rooms (virtual) or chairs arranged in a circle (regular)



ACTIVITY 4.3

Trainer's Notes

The purpose of this task is to practice activities design. Divide students in small groups according to their interest, e.g. geography, history, medicine, science, etc.

Explain to them (or review, if they have previously studied about CLIL) that CLIL stands for content and language integrated learning. It consists in teaching a subject through the medium of a language other than the school language. In CLIL courses, learners acquire knowledge of the subject while simultaneously developing their knowledge and skills of the foreign language. While CONTENT is the first word in CLIL, CLIL subject teachers also need to help learners with language. This is where CLIL activities come in. Experts in teaching CLIL Carmen Steiner, Dagmar Morandell, and Rosmarie de Monte Frick – developed 36 activities which help gaining knowledge and provide language support.



ACTIVITY 4.3

1. Ask students to study materials for creating interesting CLIL lessons available <https://www.blikk.it/bildung/unterricht/clil/clil-ressources> and the samples of activities available on the website <https://www.blikk.it/bildung/unterricht/clil/clil-activities> (by Carmen Steiner, Dagmar Morandell, and Rosmarie de Monte Frick), or listed here: <https://digifolio.rvp.cz/artefact/file/download.php?file=14043&view=2893> (also see this list of websites in Appendix 4.3)

2. Then, ask students to design activities for the subject of their choice:

For warm-up

For scaffolding vocabulary

For working with visuals

For evaluation

3. Finally, ask them to present, i.e. to teach these activities to the class.



ACTIVITY 4.4

Setting up Activity 4.3

GROUP SIZE

up to 30 students

ESTIMATED TIME

6–12 hours, depends on the number of students' presentations

TRAINING METHODS

hands-on activity, group work, project work, designing a CLIL project, presenting their project idea, providing feedback

MATERIALS

readings

EQUIPMENT AND SUPPLIES

a projector and a computer

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

break-out rooms (virtual) or chairs arranged in a circle (regular)



ACTIVITY 4.4



Trainer's Notes

The purpose of the final activity in this unit is to further develop students' curriculum design skills.

1. Based on the material from Dale, L., van der Es, W., & Tanner, R. (2010). CLIL Skills. Haarlem, NL: European Platform. (https://www.rosietanner.com/images/docs/CLILSkills_pdf.pdf) explain your students:

- ✓basic theory on CLIL projects (p. 221),
- ✓main types of CLIL projects (p. 222),
- ✓advantages of CLIL projects for bilingual learners (p. 222),
- ✓advantages of CLIL projects for teachers (p. 225),
- ✓disadvantages of CLIL projects (p. 226).



ACTIVITY 4.4



2. In the same groups, as set for the previous Activity, and for the subject previously chosen, ask students to design a CLIL project.
3. Students will have to present their idea in plenary.
4. Students will be invited to provide feedback to other small groups, as suggested below:



2 TYPES OF PROJECTS

Haines (1989) divides projects into four useful categories:

Information and research projects

Information and research projects involve studying or comparing a particular aspect of a topic. For example, learners carry out research into the effects of global warming, comparing two different countries (geography, language work on comparatives).

Survey projects

In survey projects, learners create surveys, questionnaires or interview questions and then gather information about people's opinions on a topic. An example would be an interview about energy use in the home (physics, language describing the home, comparisons and statistics).



Production projects

In production projects, learners create or design an authentic or semi-authentic product. For example: an interview in which a famous interviewer, such as Oprah Winfrey, interviews a historical character, such as William of Orange (history, language for making questions).

Performance and organisational

projects In performance and organisational projects, learners organise an actual experience for others, for example a real mediaeval feast for a group of parents (history, language of cooking).

3 ADVANTAGES OF CLIL PROJECTS FOR BILINGUAL LEARNERS

There are several good reasons for working on CLIL projects with your learners.

Engagement, motivation and creativity

Project work is a refreshing break from the normal routine; it allows them to be creative with what they are learning. It is often a way to engage learners, to increase their motivation in their learning process and to support them in taking control of their own learning. Creative work can help learners to relax and consequently, to work more fluently and take more risks with their language skills.

Transfer

One of the most important arguments for using projects in CLIL is that learners learn to transfer the information they have learned by applying it in another context or to a different subject.

Example of transfer

Learners learn about classification in biology, then work on a visual poster representing an animal and write a poem about it, thus changing their knowledge about classification to a new form.

Thinking skills

Projects can develop a number of thinking skills simultaneously and in context. Projects often present complex problem-solving activities. This requires learners to work with language at many different levels: to think, to explain, and to reflect on their learning. All this results in deeper and more effective content and language learning. Chapters 3 and 5 contain more information about thinking skills.

Example of thinking skills

Learners gather information about an economic issue (e.g. the credit crunch) and hold a debate, representing different countries' experiences or points-of-view.

Language skills and output

Projects help learners develop language and produce a lot of output (see Chapter 4). In a CILL project, learners work on content and English at the same time, thus interweaving them. Learners also work on different language skills (reading, listening, watching, speaking and writing) over a period of time. Projects provide realistic contexts in which learners can apply their existing language skills as well as develop new ones.

Interaction in English during project work can encourage second language acquisition: when interacting, learners need to use English creatively and fluently. According to the Multi-feature hypothesis (Westhoff, 2004), the more a learner is involved in a task, the more mental actions are involved and the more learning will occur. As learners interact, they become aware of what they still need to learn as they speak and write, and thus try to improve their spoken and written work.

Projects also allow learners to recycle language they already know as well as discover, create and experiment with new language. In other words, learners produce output. Projects often encourage writing: through creating different kinds of written products, learners learn to work on different authentic text types and to write informally and formally for different audiences.



Example of language skills

Learners prepare a television debate about global warming. As preparation, they practise giving and asking for opinions by designing a questionnaire for classmates about their opinions on music, thus rehearsing the language needed for the final debate.

Reading strategies (see Chapter 3), such as guessing the meaning of unknown words from context or scanning texts to see if they contain useful information, are developed during project work and can be transferred and practised in any subject.

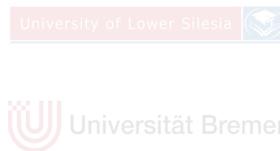
Finally, learners work on both accuracy and fluency during project work. During peer-to-peer discussions about the project, learners work on their fluency. Accuracy skills in language are developed as they design and polish their final product.

Skills integration

Subject skills and language skills have the potential to be doubly integrated in projects; they can be integrated both within the subject and across the curriculum. For example, if learners have teamed to assess the reliability of sources for history and use linking words to narrate a series of events, these are language and subject skills which can be practised again in a different context.

Example of skills integration

Learners have learned during biology lessons to discuss the reliability of sources when discussing, for example, evolution. They have also learned linking words needed to describe processes. Reliability of sources is also a subject skill in history, where different issues are highlighted. A cross-curricular project on the history and theory of evolution could highlight these differences, and at the same time encourage the transfer of language and subject skills.



Transferable skills

Projects can encourage the development of a number of skills other than language or subject-related skills.

Learners who are weaker in language can show their understanding and skills of a subject in non-linguistic ways (also see Chapter 4). Some of these skills include designing, illustrating, organising (of people, materials, tasks, and time) and using equipment (camera, computer or DVD recorder). Thus, bilingual learners can demonstrate their knowledge in non-linguistic ways, so that weaknesses in language do not interfere with their progress in the subject.

Example of a project involving other skills

Learners make a sketch or film about a famous scientist such as Marie Curie or Gregor Mendel, and dramatise an important scientific discovery, developing organisational skills along the way.

Authentic assessment

Projects can be a form of continuous assessment and allow learners who perform less well in a testing situation to be assessed, arguably in a fairer way, on a wider variety of skills. More information on this aspect of projects can be found in Chapter 5.

Co-operation

Most projects are carried out in pairs or groups, and encourage and develop co-operative skills. A well-designed project encourages all learners to be actively engaged and involved, and promotes positive interdependence.

For more information on creating projects which involve all learners. see Applications in CILL

Example of co-operation

In a project on Aboriginal Dreamtime stories, learners research information from different sources, and then put their individual work together to produce a final poster presentation



Learner differences

Projects enable learners of different abilities, skills and multiple intelligences to work together, using their talents and qualities (see Activity 74). This shows all learners how useful the different types of intelligence can be and encourages them to value and develop a variety of types of intelligence.

Example taking learner differences into account

In a project on life in the trenches in the First World War in Europe, learners are given the choice of presenting their knowledge in different forms: a pen and ink sketch showing the details of a trench, a letter from the trenches, a rap about living in the trenches, or a conversation between two soldiers in a trench.

Independence

Projects encourage and provide practice for independence and autonomy, since the learners are responsible for planning, decision-making and division of work. For example, learners can choose a topic or sub-topic within a theme or choose from a variety of end products. In a Dutch context, projects prepare learners for working on the profreiwerkstuk. In an international context, projects prepare learners for their individual personal project in the Middle Years Programme or the International Baccalaureate extended essay.

Example encouraging choice and autonomy

In a project on hip hop music, learners choose whether to write a song, make a film or write a biography.

Connection with the real world

Projects can bring real-world situations into the classroom and involve fieldwork or work in the community. Using language in a real-life context makes more realistic language demands on CILL learners. Moreover, if they have practiced producing language during a project, learners are more likely to be able to produce it themselves in real-life situations.



Example of connection with the real world

A biology project on water Involves collecting water samples from different sources

4 ADVANTAGES OF CLIL PROJECTS FOR TEACHERS

Projects have a number of advantages for teachers as well. First, good projects are durable and can be used for several years in succession. The Internet offers a great many ready-made projects: try www.scienceacross.org for the sciences. WebQuests are available for all subjects - Applications in CLIL section 9 for more information. Projects enable teachers to develop themselves: working together, talking about teaching and learning in project settings helps teachers focus on their aims. During project work, teachers can come into more personal, close contact with learners, coaching them through the different stages of their work. They become more aware of each individual's qualities, contributions and level of English, as well as of the areas in which they still need support. This is good for CLIL both language teachers and subject teachers gain insights into what the learners need to learn to perform well

5 DISADVANTAGES OF CLIL PROJECTS

Projects have their disadvantages, too. Designing and working with projects can be time-consuming and requires careful planning and co-ordination within the school. Some teachers refuse to co-operate on projects, and some learners need a great deal of structure and lose track of things if a project is not well-designed: it is advisable to start with a small-scale project for classes not used to this type of work.

Some groups work faster than others. Design extra, more challenging activities for fast-finishing groups, or encourage them to choose more difficult end products. Some learners may take a 'free ride' in their group, letting others to do all the work. Plagiarism can be a problem, especially in the form of copying and pasting from uncredited Internet sources. To avoid this, projects should be designed so that learners need to transform information from one source into another product. For more on this issue, see Applications in CLIL



5. In the same groups, as set for the previous Activity, and for the subject previously chosen, ask students to design a CLIL project.

6. Students will have to present their idea in plenary.

7. Students will be invited to provide feedback to other small groups, as suggested below:

Giving feedback on the project (based on Dale et al. 2010, p. 218)

Ask students to provide feedback on each other's project by using these prompt questions:

- What do you like about this project for use in a CLIL setting?
- How will CLIL learners benefit from this project?
- What improvements might you suggest to make the project more useful for CLIL?



TEACHING UNIT 5

with suggested tasks and activities

THEME: Translanguaging Classroom Practices

LEARNING OUTCOMES:

By the end of this unit students will be able to

- examine and value the benefits of translanguaging practices in the classroom,
- create tasks that involve translanguaging practices

DIDACTIC COMMENTARY:

In this Unit you will explain and demonstrate your students, why translanguaging practices help in the classroom and create a “safer” space. For detailed guidelines see the activities. Your students will also have to complete some hands-on activities in order to learn how to create tasks that involve translanguaging practices. If you decide to pilot all the suggested activities, please follow the sequence. The workload is planned for 15 hours in this unit.



SUGGESTED TASKS AND ACTIVITIES:

ACTIVITY 5.1

Setting up Activity 5.1

GROUP SIZE

up to 30 students

ESTIMATED TIME

60 to 90 minutes

TRAINING METHODS

watching the video “Immersion”, available on YouTube, discussion, group work

MATERIALS

“Immersion”, available on YouTube, prompt questions

EQUIPMENT AND SUPPLIES

a projector and a computer

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

break-out rooms (virtual) or chairs arranged in a circle (regular)



ACTIVITY 5.1

Trainer's Notes

Synopsis (for Teacher's use): Ten-year-old Moises has just immigrated to California from Mexico. He doesn't speak English, but he's good at math, so he hopes to do well on his first math test in the USA. Using untrained child actors from public schools in the San Francisco Bay Area, "Immersion" plunges its audience into the visceral experience of a child who cannot understand his teacher. (Source: http://rlevien.users.sonic.net/immersionfilm.com/immersion_presskit.pdf)

1. In this task, students will watch a short film "Immersion" (2009) (<https://www.youtube.com/watch?v=I6Y0HA-jLKYI>) twice. The first time, play the video with no sound (muted), and will be invited to speculate about what is happening and describe what they saw by answering the prompt questions.

ACTIVITY 5.1



2. Divide students into small groups and ask them to compare their answers.

3. Play the film again, but now with the sound. Ask students to write a synopsis of the film by adding details to their description.

4. In the small groups, ask students to discuss the following questions:

- Have you ever witnessed or experienced a similar situation? Please explain what happened.
- Why may some people (teachers / students / parents) find the use of other languages (other than instruction language) in the classroom disturbing or even harmful?
- What benefits and opportunities can translanguaging practices bring in the classroom?



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ACTIVITY 5.1



5. After that, please moderate a plenary discussion using the following prompt questions:

- What scaffolding strategies could teacher have used to support Moises?- Who else in this film could have benefitted from using their first language in the classroom?
- What is the benefit of using translanguaging practice for students? Their teacher? Their parents?
- Was Moises discriminated at school?
- Do you think it's a single case, or a systemic practice?

NOTE: During the discussion, introduce the necessary basic concepts and terms: **translanguaging, translanguaging practices, scaffolding** (you can find them in the list of Key Concepts/Terms and Definitions in this document).



ACTIVITY 5.2



Setting up Activity 5.2

GROUP SIZE

up to 30 students

ESTIMATED TIME

90 minutes

TRAINING METHODS

reading, individual work, discussion, group work,
writing

MATERIALS

five documents mentioned below

EQUIPMENT AND SUPPLIES

a projector and a computer

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

asynchronous session (virtual) or face-to-face session with previously completed reading and online discussion board assignment at home (regular)



ACTIVITY 5.2

Trainer's Notes

Ask students to read pages 1-6 from Celic C. & Seltzer, K. (2013), *Translanguaging: A CunyNysieb Guide for Educators*. New York: Cuny-Nysieb. Available at <https://www.cunynysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf> to review the basic concepts and terms regarding translanguaging. You can also refer them to the materials on the theory of translanguaging taught in Module L1.

In the online discussion board, ask students to share a post of 100-150 words, in which they would summarize what they learnt about the role of translanguaging. Also, ask them to read all classmates' posts and react to at least 2 of them.

OPTIONAL: You may also offer your students to read a couple additional sources that are collected in Appendix 5.2.



ACTIVITY 5.3



Setting up Activity 5.3

GROUP SIZE

up to 30 students

ESTIMATED TIME

45 to 60 minutes

TRAINING METHODS

watching videos, discussion (practicing debating), group work

MATERIALS

two short videos by Jim Cummins, available on YouTube

EQUIPMENT AND SUPPLIES

a projector and a computer

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

break-out rooms (virtual) or chairs arranged in a circle (regular)



ACTIVITY 5.3

Trainer's Notes

Show students two short videos by Jim Cummins on

- Additive and subtractive bilingualism (2'05 mins <https://www.youtube.com/watch?v=H0Ndm8Roe2M>)
- Language teaching methods and translanguaging (3'33 mins <https://www.youtube.com/watch?v=xrQQVk-CINPQ>),

In plenary, discuss with the class the benefits of **acknowledging all language repertoires that students bring in the classroom, of translanguaging and translanguaging classroom practices.**

OPTIONAL: You can organize a **debate** by dividing the class in two parts: **pro** and **against** translanguaging in the classroom.



ACTIVITY 5.4



Setting up Activity 5.4

GROUP SIZE

up to 30 students

ESTIMATED TIME

120 to 180 minutes

TRAINING METHODS

reading, writing

MATERIALS

two articles

EQUIPMENT AND SUPPLIES

a laptop for each student, or paper and pen

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

asynchronous session (virtual) or desks and chairs (regular)



ACTIVITY 5.4



Trainer's Notes

Ask students to read two articles: the recent one published by García and Otheguy (2020) and the one published by Ofelia García's student Flores (2014) and to write a 2-3 pages essay on Plurilingual and translanguaging pedagogical practices – a controversial topic:

- García, O., & Otheguy, R. (2020). Plurilingualism and translanguaging: Commonalities and divergences. *International Journal of Bilingual Education and Bilingualism*, 23(1), pp.17–35. <https://doi.org/10.1080/13670050.2019.1598932> Also available in Appendix 5.4

Abstract (for Teacher's use): “The concepts of plurilingualism and translanguaging are explained and distinguished, showing how each has contributed to transformations in the study of bilingualism and multilingualism. The terms have introduced different epistemologies related to multilingual speakers. The two concepts have different sociopolitical grounding, a difference that has contributed to carving divergent paths in educational practice. Plurilingualism, whose educational benefits are discussed here, upholds the familiar conception of the dual lexico- grammatical system of bilinguals, a conception challenged by translanguaging. But alongside divergences, we point out the continua of practices enacted by educators informed by plurilin-



ACTIVITY 5.4



gualism and translanguaging, both of whom have engaged with an education that benefits bilingual students.” (García & Otheguy 2020, p. 17)

- Flores, N. (2014). Let's Not Forget that Translanguaging is a Political Act. Available at <https://educationalinguist.wordpress.com/2014/07/19/lets-not-forget-thattranslanguaging-is-a-political-act/> , and in Appendix 5.4.
- **Introduction:**”Anybody who has made the rounds at academic conferences know that new buzzwords come into and go out of fashion fairly regularly. As I made the rounds this year one of the buzzwords was translanguaging. Considering that I spent my graduate school career under the mentorship of **Ofelia Garcia**, one of the pioneers in introducing this term to educational linguistics, this was especially exciting for me.

Yet, the more presentations I went to, the more worried I became. The term no longer seemed to have the political edge it did when I was first learning about it as a graduate student. At first I assumed that I had become so acclimated to the term that it no longer felt revolutionary to me in the ways that it did before. But the more I heard, the more I realized that it was, in fact, being used in ways that were disconnected from the larger political struggles where I always situated the term.” (Flores 2014)



ACTIVITY 5.5

Source: <https://maledive.ecml.at/Studymaterials/School/Buildingonplurilingualism/tabid/3619/language/en-GB/Default.aspx>



Setting up Activity 5.5

GROUP SIZE

up to 30 students

ESTIMATED TIME

45 to 60 minutes

TRAINING METHODS

reading, discussion, pair work work

MATERIALS

reading, discussion, pair work work

EQUIPMENT AND SUPPLIES

a projector and a computer

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

break-out rooms (virtual) or chairs arranged in a circle (regular)



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ACTIVITY 5.5



Trainer's Notes

Divide students in pairs, and ask them to complete the task, and then, after matching them in pairs, to go around the class and compare their examples with others.

Description of the activity ([from https://maledive.ecml.at/Studymaterials/School/Buildingonplurilingualism/tabid/3619/language/en-GB/Default.aspx](https://maledive.ecml.at/Studymaterials/School/Buildingonplurilingualism/tabid/3619/language/en-GB/Default.aspx)):

In this section we look at different ways in which a wide range of languages can be considered in the language of schooling classroom. The activities offered deal with many themes that are typically present in the language of schooling curriculum: web-based texts, non-verbal communication, idioms, literary texts and texts from other genres, such as adverts and cartoons.



ACTIVITY 5.6



Setting up Activity 5.6

GROUP SIZE

up to 30 students

ESTIMATED TIME

4 to 8 hours, depends on the number of students' groups presenting the sequence of tasks

TRAINING METHODS

hands-on activity, group work

MATERIALS

five documents mentioned below

EQUIPMENT AND SUPPLIES

a projector and a computer

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

break-out rooms (virtual) or chairs arranged in a circle (regular)



ACTIVITY 5.6



Trainer's Notes

This task is the Final Project for this module. Make sure you allocate enough time for this work. You can also plan this project work for the second part of your course and allocate a week for each task.

Divide students in small groups of 3 or 4. Ask them to carefully study the examples of translanguaging classroom practices and to create a sequence of tasks for one complete lesson (languages and subject of the students' choice).

1. Preparation: The students will review several sources to get ideas about translanguaging classroom practices. These sources can be as follows (or any others of your choice):

- Celic C. & Seltzer, K. (2013), Translanguaging: A CUNY-NYSIEB Guide for Educators. New York: CUNY-NY-SIEB, pp. 1-6. Available at <https://www.cuny-nysieb.org/wpcontent/uploads/2016/04/Translanguaging-Guide-March-2013.pdf>
- <https://www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/>



ACTIVITY 5.6



Multilingual Grammar Project. Available at https://maledive.ecml.at/Portals/45/Multilingual_grammar2.pdf

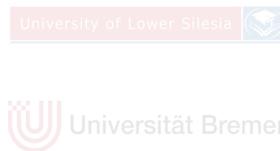
2. Curriculum development: Ask students, first, to determine which age group, subject they choose for this project, language combination (preferable, the students take into consideration the languages spoken in their own country). They will have to design a sequence of tasks for one complete lesson (1-hour long). As an option, the students instead of developing their own activities may adapt an existing from, for example, CUNY activity.

3. Presentation: Each group will have to present their project in the class.

4. Feedback: At this stage the students will share their experiences:

- What they learnt during this project?
- What was the most challenging part of this project?
- What did they learn from the presentations of other groups?

5. Implementation (optional, but strongly recommended): If your students have practice at school, ask them to pilot the tasks they have developed in a real classroom environment.



REFLECTION TOOL

The reflection tool described in the Activity 4.1 can be adapted and used in other activities that involve students' interaction in the class or interactions of others, as for example in the videos "What kind of Asian are you?" or "Immersion".

Source: Lantz-Deaton, C., & Golubeva, I. (2020). Intercultural Competence for College and University Students: A Global Guide for Employability and Social Change. Switzerland: Springer, pp. 203-205. Available at <https://www.springer.com/gp/book/9783030574451>



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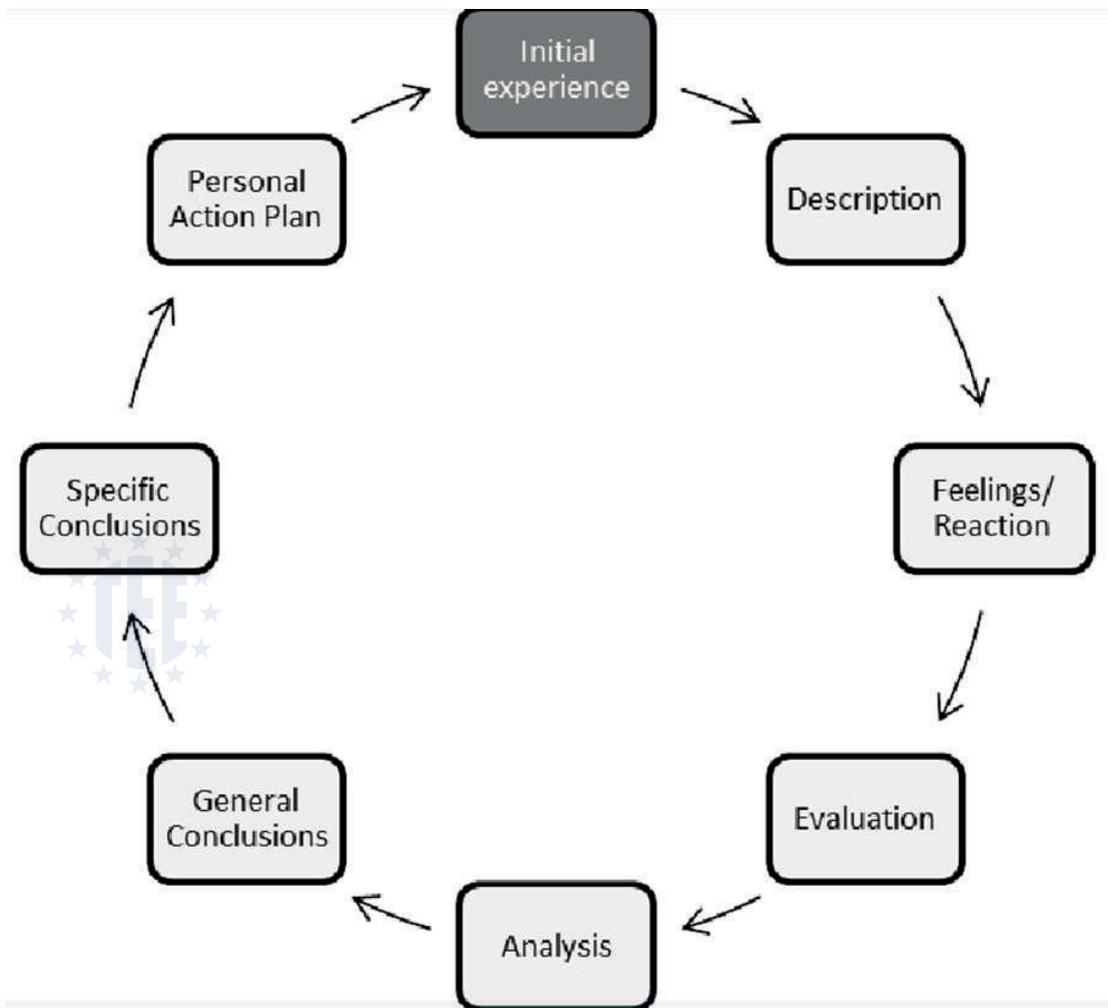


Figure 1: Gibbs' Reflective Cycle. Adapted by Lantz-Deaton and Golubeva (2020: p. 203) from Gibbs (1988) with permission.



Carl von Ossietzky
Universität
Oldenburg



TEXAS WOMAN'S
UNIVERSITY



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Gibbs' stages help to structure the process of understanding and processing critical incidents.

According to Gibbs, it is important to follow the sequence of the stages. The table below (Table 6.1 in Lantz-Deaton & Golubeva 2020, p. 204-205) outlines the questions to be answered at each stage along with learning outcomes.



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Stage	Questions to be answered	What are you learning from this?
Description	<ul style="list-style-type: none"> What happened in this CI? (Please, do not interpret, evaluate, or make judgements at this stage, just simply describe the incident). 	<ul style="list-style-type: none"> You will learn to describe a critical incident, or any other case of intercultural contact in a nonjudgmental way. You will develop the ability to see a situation as an outsider, as objectively as possible.
Feelings / Reactions	<ul style="list-style-type: none"> What were your feelings during the CI? What were you thinking? What was your reaction? (Again, please, just simply describe, do not analyze the CI yet). 	<ul style="list-style-type: none"> You will develop your ability to accurately perceive and express your feelings; You will learn how your emotions influence your thoughts; You will discover your ability to regulate emotions, cope and react appropriately in an intercultural encounter.



Stage	Questions to be answered	What are you learning from this?
Evaluation	<ul style="list-style-type: none"> • What was good/bad/disappointing/ frustrating/ thought-provoking about this experience? <p>(At this stage you are invited to make judgements and evaluate).</p>	<ul style="list-style-type: none"> • You will develop your reflective skills.
Analysis	<ul style="list-style-type: none"> • Why have you chosen this particular CI for reflection and analysis? • What is the broader context of this CI, if any? Is anything going on in the society where you experienced this CI? • What would be the outcomes of alternative actions for others/myself? • Do you think there are others who experienced a similar CI? Do you think they felt and reacted the same way as you did? Why or why not? • How do you feel now about this experience? Why? Has anything changed? • What sense can you make of the experience? Try to relate it to your process of intercultural learning. 	<ul style="list-style-type: none"> • You will develop your selfreflective skills. • You will develop your critical thinking skills • You will learn to recognize the complexity of an intercultural encounter and explain the variety of alternative outcomes of a specific critical incident • This stage will contribute to making a routine for you to analyze an intercultural encounter in an accurate and unbiased way.



Stage	Questions to be answered	What are you learning from this?
General conclusions	<ul style="list-style-type: none">What general conclusions can be drawn from this experience that will foster your intercultural learning? (Beware of stereotyping!)	<ul style="list-style-type: none">You will develop the ability of understanding, organizing and interpreting data from your CIs which can help you to predict similar critical incidents and increase the chances of achieving positive outcomes.
Specific conclusions	<ul style="list-style-type: none">What can you conclude about your specific and unique way of behaving/feeling / reacting in CIs?	<ul style="list-style-type: none">You will develop the ability to understand, organize and interpret information about yourself to make changes in your attitudes or behaviors and reactions to similar critical incidents.





Stage	Questions to be answered	What are you learning from this?
Action plan	<ul style="list-style-type: none">• If it happened again what (if anything) would you do differently? E.g.: Is there anything you would say differently to the people involved or would you behave differently?• Would you feel differently? Why?• Would you react differently? In what ways?• What would you like to learn about to be prepared for such critical incidents in the future?• What skills do you plan to develop?• What attitudes would you like to change?	<ul style="list-style-type: none">• You will learn how to sum-up your experience in order to increase the likelihood that you will have positive experiences in the future.• You will learn how to build a realistic plan for your intercultural (self-) development. <p style="text-align: right;">Based on Gibbs' model (1988)</p>



REFLECTION TOOL



Another tool that can be adapted for self-evaluation is Activity 1.3. (Source: Golubeva, I. (in progress). Translanguaging as a Tool for Supporting Multilingual Identities, based on IEREST (2015, p. 23).

In this activity students will complete self-evaluation, and check what they have learnt from the previous activities. Students will be invited to answer the question “What do you think you have learnt to do?” by ticking the appropriate boxes and providing examples where possible.



I can interact with people...	I can do it without efforts	I can do it sometimes	I can do it sometimes but with lots of efforts	This is an objective I would like to reach
<p>... taking into account that my identity and, in general, people's identity is varied, plural and complex.</p>				
<p>... taking into account that identity is constructed and negotiated, and that language plays an important role in it.</p>				
<p>... avoiding any forms of stereotyping and discrimination on the basis of accent, nationality, ethnicity, skin colour, etc.)</p>				

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- Council of Europe (2016). Guide for the Development and Implementation of Curricula for Plurilingual and Intercultural Education. [Authors: Jean-Claude Beacco Michael Byram Marisa Cavalli Daniel Coste Mirjam Egli Cuenat Francis Goullier Johanna Panthier] Available at: <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806ae621>
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- Golubeva, I. (in progress). Translanguaging as a Tool for Supporting Multilingual Identities. [Activities can be found in the relevant units]



- Golubeva, I. & Csillik, É. (2018). Translanguaging Practices in a Hungarian-English Early Childhood Classroom. In: Huertas Abril, C. A. & Gomez Parra, M^a E. (Eds.) Early Childhood Education from an Intercultural and Bilingual Perspective, Hershey, PA: IGI Global, pp. 96-116. DOI: 10.4018/978-1-5225-7507-8.ch058. Available at: https://www.researchgate.net/publication/330059855_Translanguaging_Practices_in_a_Hungarian-English_Early_Childhood_Classroom
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Mandatory reading list and multimodal resources:

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– Ch 8: Multilingual (multiethnic) countries, pp. 154–180

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- <https://www.mindmeister.com/>

- www.lucidchart.com





Learning outcomes:

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

Lower order thinking skills:

- ✓ recognize the interrelationship among language, identity and power;
- ✓ demonstrate plurilingual competence;

Higher order thinking skills:

- ✓ examine the mechanisms influencing language education;
- ✓ analyse, compare and debate various language education policies (within and outside the European Union);
- ✓ examine how language education policies and practices are presented in the media in their own country;
- ✓ analyse and practice teachers' plurilingual awareness;
- ✓ design activities for chosen content subject;
- ✓ examine and value the benefits of translanguaging practices in the classroom;
- ✓ create tasks that involve translanguaging practices.



Fundamental topics:

1. Language – Identity – Power

2. Language Education Policies and how they inform / regulate

language education practices

3. Plurilingual Competence

4. Plurilingualism in Practice

5. Translanguaging Classroom Practices



Advanced skills:

- Analyse teachers' plurilingual awareness
- Designing classroom activities and projects for CLIL classroom
- Debating about advantages and disadvantages of translanguaging classroom practices
- Developing translanguaging practices in the plurilingual classroom



Content of the module with reference to other modules:

Thematic LINKS between the learning objectives of MC2 and ML2

Students working with MC2 and ML2 will be able to:

- ✓ Critically reflect on plurilingual competence in relation to intercultural competence
- ✓ Analyse intercultural encounters from the perspective of plurilingual and intercultural competence
- ✓ Become familiar with different methods of developing plurilingual and intercultural competence
- ✓ Develop curriculum design skills



Mandatory reading list and multimodal resources:

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- <https://www.mindmeister.com/>

- www.lucidchart.com



Learning units



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

- Each unit in Module ML2 focuses on one of the following topics and skills:

UNIT 1: Language– Identity – Power

UNIT 2: Language Education Policies and how they inform / regulate language education practices

UNIT 3: Plurilingual Competence

UNIT 4: Plurilingualism in Practice

UNIT 5: Translanguaging Classroom Practices

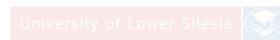
- Each unit starts with an overview of the specific learning outcomes that are associated with the topic: these describe what students should know or be able to do once you have completed the module



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- Basic reading materials 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.
- Additionally, 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!



Acting/Playing a role





Unit 1: Language – Identity – Power

In this unit you will:

✓ recognize the interrelationship among language, identity and power

✓ examine the mechanisms influencing language education.

Carl von Ossietzky
Universität
Oldenburg



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Activity 1.1



- Each group is assigned a first language. Within the group, please discuss and reflect on your feelings / attitudes, e.g.: pride or shame, envy, admiration (and so on) towards that language; identify positive and negative sides of being a native speaker of that language.

(Group: speakers of Italian; Group 2: speakers of Russian; Group 3: speakers of Chinese; and Group 4: speakers of English; Group 5: speakers of German, etc.)



- After having discussed it within the group, new groups will be formed the way that each new group has one member of each „language group”. Through a fictive situation of gathering these members, each student should act and behave according to the characteristics/ stereotypes they had identified in their original groups. (Situations will be assigned by the Trainer)



- You will be invited to debrief on the stereotypes that influenced their communicative behaviour, how they felt about this, and finish the activity by reflecting on the role of stereotypes in the process of intercultural communication.

✓ Grouping and/or resources: groups of 3-5 students



Activity 1.2: What kind of person are you?



Watch the video twice. First, it will be played with no sound, and you won't see the title. In groups of 4-5, speculate about what is happening. Try to answer the following questions:

- Where do the two people come from?
- Are they friends?
- What are they talking about?
- How does the woman react to his questions?
- Does she react to the subject the man introduces or to the way of expressing it?
- How does the man respond to her reaction?
- In your opinion, how do they both feel at the end?
- Have you (or someone you know) ever had a similar experience? How did you/they feel? How did you/they react?
- Have you ever put someone in such a situation? What happened?

Then the video will be played again, this time with sound. Please answer the same questions and compare with your previous answers. How accurate they were?



Activity 1.2: What kind of person are you?



In plenary, please discuss with your trainer, how identities are 'co-constructed' and 'negotiated', 'ascribed' and 'contested', and what role the language may play one's identity.



✓ Grouping: groups of 4-5 students

✓ Source: IEREST (2015). Intercultural education resources for Erasmus students and their teachers.

Koper, Slovenia: Annales University Press, p. 17. Available at

https://www.researchgate.net/publication/283795680_IEREST_Intercultural_education_resources_for_Erasmus_students_and_their_teachers



Activity 1.3



In this activity you will complete self-evaluation, and check what you have learnt from the previous activities.



Please answer the question “What do you think you have learnt to do?” by ticking the appropriate boxes and providing examples where possible in Worksheet 1.3



Please share with your class the results of your self-evaluation and reflect on them.



✓ **Grouping:** first, individual works, and then class discussion

✓ **Source:** Golubeva, I. (in progress). Translanguaging as a Tool for Supporting Multilingual Identities, based on IEREST (2015, p. 23)



I can interact with people...	I can do it without efforts	I can do it sometimes	I can do it sometimes but with lots of efforts	This is an objective I would like to reach
<p>... taking into account that my identity and, in general, people's identity is varied, plural and complex.</p>				
<p>... taking into account that identity is constructed and negotiated, and that language plays an important role in it.</p>				
<p>... avoiding any forms of stereotyping and discrimination on the basis of accent, nationality, ethnicity, skin colour, etc.)</p>				

Activity 1.4



Study several sources (see suggested sources below, or choose ones that are more relevant to your context):

- Watch a short video by Jim Cummins on Language and identity (4'14 mins <https://www.youtube.com/watch?v=xuvFaNgAv88>)
- Read extracts in Appendix 1.4:
 1. Noels, K. A, Yashima, T., & Zhang, R. (2020). Language, identity, and intercultural communication In: Jackson, J. (Ed). (2020). Routledge Handbook of Language and Intercultural Communication. 2nd edition. (pp. 55-69). Routledge, Taylor & Francis.
 2. Wodak, R. (2012). Language, power and identity. Language Teaching, 45(2),215-233. doi:10.1017/S0261444811000048. Available at https://www.researchgate.net/publication/259419190_Language_power_and_identity
 3. De Leo, J. (2010). Education for Intercultural Understanding. Reorienting Teacher Education to Address Sustainable Development: Guidelines and Tools.UNESCO. pp. 14-22. Available at: <https://en.unesco.org/interculturaldialogue/resources/114>
- Or, you can use any other online sources on the topic of Language – Identity –Power of your choice.



Work in pairs and add your ideas to the Compass Rose (see De Leo) on the mechanisms influencing language education in your country. The Compass Rose strategy is a framework that encourages to ask a range of questions about issues in any context. Like the compass we use to find our bearings in an unfamiliar terrain, the compass rose can be used to help inquiry about any issues, and their interrelationships with local environment, social, economic and political situation



Natural

There are questions about the environment - energy, air, water, soil, living things and their relationships to each other. These questions are about the built as well as the "natural" environment.

Who Decides?

These are questions about power, who makes choices and decides what is to happen; who benefits and loses as a result of these decisions and at what cost.



Economic

These are questions about money, trading, aid, ownership, buying and selling.

Social

These are questions about people, their relationships, their traditions, culture and the way they live. They include questions about how, for example, gender, race, disability, class and age effect social relationships.





In plenary, present and reflect on the results of your pair work, and also react on the ideas of other students. Brainstorm further, together.



✓ Grouping: first, individually, then in pairs, and finally, the whole class.

✓ References:

Jim Cummins on Language and identity (4'14 mins <https://www.youtube.com/watch?v=xuvFaNgAv88>)

Noels, K. A, Yashima, T., & Zhang, R. (2020). Language, identity, and intercultural communication In: Jackson, J. (Ed).(2020). Routledge Handbook of Language and Intercultural Communication. 2nd edition. (pp. 55-69). Routledge, Taylor & Francis.

Wodak, R. (2012). Language, power and identity. Language Teaching, 45(2), 215-233. doi:10.1017/S0261444811000048. Available at https://www.researchgate.net/publication/259419190_Language_power_and_identit

De Leo, J. (2010). Education for Intercultural Understanding. Reorienting Teacher Education to Address Sustainable Development: Guidelines and Tools. UNESCO. pp. 14-22. Available at: <https://en.unesco.org/interculturaldialogue/resources/114>



Unit 2: Language Education Policies and how they inform / regulate language education practices

In this unit you will:

- ✓ analyse, compare and debate various language education policies (within and outside the European Union);
- ✓ examine how language education policies and practices are presented in the media in their own country.

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Activity 2.1

In preparation to the first class in this unit, please read the following publication, and write a journal:

Council of Europe (2007). From Linguistic Diversity to Plurilingual Education: Guide for the Development of Language Education Policies in Europe. Strasbourg: Council of Europe Publishing. Available at <https://www.coe.int/en/web/languagepolicy/from-linguistic-diversity-to-plurilingual-education-guide-for-the-development-of-language-education-policies-in-Europe>

This Guide is intended for those who influence, formulate and implement language education policy at any level. It presents approaches to the development of policies rather than policies as such, and is designed to accommodate the needs of different education contexts.

The aim of the Guide is to offer an analytical instrument which can serve as a reference document for the formulation or reorganisation of language teaching in member states. Its purpose is to provide a response to the need to formulate language policies to promote plurilingualism and diversification in a planned manner so that decisions are coherently linked.

Journal writing facilitates reflection. It will allow you to express feelings regarding the subject matter and your experiences.





In small groups, please share what you learnt about language education policies in Europe and about common characteristics of member states policies;

What are guiding principles and policy options for deciders in providing diversification in choice of languages learned and in promoting the development of plurilingual competence?



In plenary, summarise the results of your small group discussion, and comment on the other groups' ideas.



✓ Grouping: first, individually, then in pairs, and finally, the whole class.

✓ References:

Council of Europe (2007). From Linguistic Diversity to Plurilingual Education: Guide for the Development of Language Education Policies in Europe. Strasbourg: Council of Europe Publishing. Available at <https://www.coe.int/en/web/language-policy/from-linguistic-diversity-to-plurilingual-education-guide-for-the-development-of-language-education-policies-in-Europe>



Activity 2.2



In pairs, you will work on a research project.

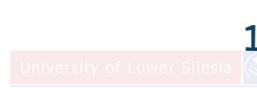
First, please choose a couple of sources: Language Education Policies of two different countries (you can find them online), and you also can use some studies of the 21 documents linked in the publication by Council of Europe (2007). From Linguistic Diversity to Plurilingual Education: Guide for the Development of Language Education Policies In Europe. Strasbourg: Council of Europe Publishing. Available at <https://www.coe.int/en/web/language-policy/from-linguistic-diversity-to-plurilingualeducation-guide-for-the-development-of-language-education-policies-in-europe>

List of 21 Reference Studies

The Guide is accompanied by a series of separately published Reference Studies on key policy issues which provide in-depth analysis of key issues covered in the Main Version.

1. Language education policy, national and sub-national identities in South Africa Alexander Neville (2003)
2. Languages and Language Repertoires: Plurilingualism as a way of life in Europe (also available in Georgian)- Beacco Jean-Claude (2005)
3. Plurilingualism, Democratic Citizenship in Europe and the Role of English- Breidbach Stephan (2003)

4. Social representations of languages and teaching- Castelloti Véronique / Moore Danièle(2002)
5. Language Education, Canadian Civic Identity and the Identities of Canadians- Churchill Stacy (2003)
6. L'Educazione Linguistica in Italia: Un'esperienza per l'Europa? / Language education in Italy: an experience for Europe?- Costanzo Edvige (2003)
7. Intercomprehension- Doyé Peter (2005)
8. Linguistic diversity and new minorities in Europe- Gogolin Ingrid (2002)
9. Using language economics and education economics in language education policy- Grin François (2002)
10. Tools for planning language training- Huhta Marjatta (2002)
11. Addressing 'the age factor': some implications for languages policy- Johnstone Richard (2002)
12. Policy approaches to English- Neuner Gerd (2002)
13. A site for debate, negotiation and contest of national identity: Language policy in Australia- Lo Bianco Joseph (2003)
14. The Consequences of Demographic Trends for Language Learning and Diversity- Ó'Riagáin Pádraig (2002)
15. Teaching and learning less widely spoken languages in other countries- Piri Riita (2002)
16. Europe, frontiers and languages- Raasch Albert (2002)
17. A concept of international English and related issues: from 'real English' to 'realistic English'? -Seidlhofer Barbara (2003)



- 
18. Why should linguistic diversity be maintained and supported in Europe? Some arguments Skutnabb-Kangas Tove (2002)
 19. Democratic Citizenship, Languages, Diversity and Human Rights- Starkey Hugh (2002)
 20. Key aspects of the use of English in Europe- Truchot Claude (2002)
 21. Language teacher education policy promoting linguistic diversity and intercultural communication- Willems Gerard (2002)



In pairs, you will have to compare and contrast two Language Education policies. To gain critical understanding of these language education policies, you can use additional sources as listed above. Also, you will have to find one or two examples of how these language education policies and practices are presented in the national media in that country.

In pairs, you will have to practice collaborative writing and write a 3-page report on your findings.



✓ Grouping: pair work



✓ Sources: Council of Europe (2007). From Linguistic Diversity to Plurilingual Education: Guide for the Development of Language Education Policies In Europe. Strasbourg: Council of Europe Publishing. Available at <https://www.coe.int/en/web/language-policy/from-linguistic-diversity-to-plurilingual-education-guide-for-the-development-of-language-education-policies-in-europe>

+ the list of 2 Reference studies



Activity 2.3: Poster conference on Language Education Policies



In pairs, design (and print) a poster in which you will present the results of the research project (completed in Activity 2.2).



(Note: Please consider submitting your poster proposal for a students' research conference organised by your university.)



In plenary, please present your poster, and debate the language education policies with your classmates.



✓Grouping: pairs, and then presentation and discussion in plenary

✓Source: the results of your research project



Unit 3: Plurilingual Competence



In this unit you will:

✓ demonstrate plurilingual competence;

✓ analyse and practice teachers' plurilingual awareness.

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Activity 3.1



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Take a piece of paper, and write down a short texts in your first language. Please don't disclose your name. The Trainer will collect the texts in a box and mix them.

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Each student chooses a paper from the box with a short text written in a language spoken by another student in the class. By figuring out the language of the text, and who may speak it in the class, you get to know their classmates. Please share with the class your guessing and explain what made you think so?



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✓ Grouping: first, individually, and then, in plenary

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Activity 3.2



 In small (preferably, multilingual) groups, please discuss the following short article (<https://www.weareteacherfinder.com/blog/false-friends-language-learning/>) on False Friends in Language Learning, and share your personal experiences in relation to this phenomenon. (see the article in the next page)



 In the same small groups, please collect examples for the phenomenon known as the “False-Friends” in language learning. Examples should be collected on all languages spoken by the students in your small group.



 In plenary, please share the examples collected by your small group..

✓ Grouping: groups of 3-4 students





False friends are the worst whether it comes to everyday life or language learning. Sneaking into our lives under the guise of something else, they often all show their real face when the damage is already done. In both cases, much embarrassment and unpleasantness can follow when coming across one under the wrong circumstances.

What false friends in language learning are and how to avoid them is the topic of today's blog post.

False Friends in Languages

In linguistics and translation, the term "false friends" refer to words (or letters of two distinct alphabets) that appear similar at first glance but have different meanings. The origin of this term dates back to 1928 and to two French linguists who published the book "Les Faux Amis ou les trahisons du vocabulaire anglais" – False Friends, or the Pitfalls of the English Vocabulary. In the book, they use the term false friends of the translator which has now be shortened to simply "false friends" in English.

While the authors of the mentioned book had in mind the false friends that can occur between two separate languages, there are actually four distinct types of these mischievous words:

Four Types of False Friends

The fancy linguistic titles for the four types of false friends are synchronic interlingual, diachronic intralingual, diachronic interlingual, and synchronic intralingual false friends. While this sounds complicated, the terms actually reflect the different origins of false friends in language learning.

So, synchronic interlingual false friends actually means that the words that are easily confused appear in two separate contemporary languages. This is probably the most widely recognised use for the term false friends in general. Mainly because it is the most common source of distress for language learners. For example, if an English speaker were to

look at the Italian words *attuale* and *eventuale*, it might be natural to assume their meanings are similar to the English *actual* and *eventual* but, in reality, the terms should be translated into *present* and *possible*. You can see how this can frustrate a beginner language learner.

Synchronic intralingual false friends, in return, refer to words that have confusing meaning in one and the same language. These can often occur when different dialects of one language are spoken, or simply two different versions – such as American and British English. It is not without reason that George Bernard Shaw's statement "England and America are two countries separated by a common language" rings so true. The list of differences that words can have in the versions of English spoken on the two continents is rather impressive. For a possible source of embarrassment, look no further than the diverging meaning of the word "pants".

While the two previous examples dealt with contemporary differences in languages, much miscomprehension can also rise from translations across time. Diachronic interlingual false friends can develop naturally over time between different languages that used to make use of a similar word in the same context (these are called true friends). For example the Italian word *artista* and the German *Artist*. German borrowed the word from another Romance language – the French *artiste* and originally took it over in the broader sense of someone performing an art. Over time, however, the meaning of the word narrowed down to mean solely someone performing in the circus (an acrobat) and it adopted the word *Künstler* to fill in the role that *artista* still serves in Italian – leading to contemporary false friends.

The last category, diachronic intralingual false friends, then means that words can, over the course of time, take on different meanings within one language. A drastic example is the English word *nice* which originates from Old French (which, in turn, borrowed it from Latin) where it meant "simple" or "silly". In the fourteenth century, when the word was introduced to English, it was used in the context of "stupid" and then evolved into "immodest" or "promiscuous". By now, however, the meaning has changed quite significantly.



No matter the origin of false friends, it is still unpleasant to come across them when learning a language. Unfortunately, they are also rather difficult to avoid, unless you want to carry around a dictionary and verify every single word you utter. Still, there are a few precautions you can take to try to avoid them in critical situations.

Avoiding False Friends When Learning a Language

While it is impossible to completely eliminate the chance of making a language faux pas due to the sneaky character of false friends, you can always be extra careful with words whose meaning you're not completely certain of. Take special care in professional situations and double check the meanings of words with native speakers of the local dialect. For many languages, there are also lists available for the most common false friends which you can take a look at. But, in general, making mistakes is a very natural part of the language learning process, so don't worry too much about it.

Even if you come across one of the [more embarrassing false friends](#), it's certain that if you make the mistake once, it will burn into your mind forever, making you unlikely to repeat it. In this sense, false friends can actually be a useful learning tool, albeit one we do not suggest using too much.



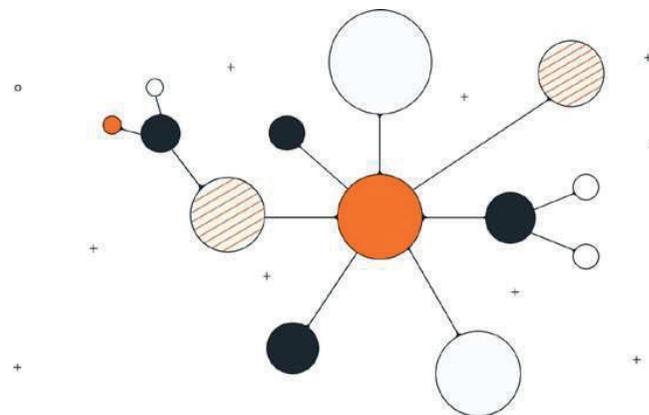
Activity 3.3



Please read pages 157–161 from Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors. Strasbourg: COE-Int. Available at <https://rm.coe.int/cefrcompanion-volume-with-new-descriptors-2018/1680787989>

Then, watch the Webinar on CEFR Companion Volume on Plurilingual Plulicultural Competence <https://vimeo.com/272757468>.

In pairs, create a mind map showing the Interconnectedness between language repertoire, identity, plurilingual competence and plurilingualism. You can use one of the available free softwares for mind-mapping: <https://www.mindmeister.com/>, www.lucidchart.com/mind-maps



Activity 3.3



✓ Grouping: individual and pair work

✓ Sources:

Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors. Strasbourg: COE-Int. Available at <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

Then, watch the Webinar on CEFR Companion Volume on Plurilingual- Plulicultural Competence <https://vimeo.com/272757468>.

Activity 3.4: Plurilingual website analysis



Please read this explanation:

PLURILINGUAL WEBSITE ANALYSIS

(Partly adapted from an [activity](#) by Astrid Guillaume 2007, LEA project)

Websites that are culturally interesting are those that have been adapted or localised to meet the needs of a specific country. Examples include McDonalds, Lancôme, Renault, Mercedes, Dior, Chanel, etc.

The aim of these websites is to sell a product. That is why the nonverbal messages and cultural adaptations are essential in reaching the target audience. The approach and content differ in each country website. With a contrastive analysis of the websites, it is possible to define the communicative strategies implemented in and for each country. The analysis can reveal certain cultural, social or religious characteristics and stereotypes of different cultures. Moreover, this is a good activity to explore a language that you do not speak using the cues from similar websites in languages you know.



Activity 3.4: Plurilingual website analysis



In small groups, please explore some country specific websites of a big global company, such as McDonalds. You can find a list of the web country codes here.

For example:

www.mcdonalds.pl, www.mcdonalds.cl, www.mcdonalds.com.cn, www.mcdonalds.com.us, www.mcdonaldsin-dia.com, www.mcdonalds.ie, www.mcdonalds.co.il, www.mcdonalds.it, www.mcdonalds.be, www.mcdonalds.ee, www.mcdonalds.ru, www.mcdonalds.ua, www.mcdonalds.pt

Answer the questions below about the cultural characteristics of these websites. What other questions come to your mind?

- Compare the appearance of the country specific websites. How do the colours, shapes, designs, layouts and web effects differ? How do the offered online activities differ (e.g. build your own menu on the McDonald's US website)?
- What can you say about the video commercials or music in different sites?
- What conclusions can you draw from the cultural differences? According to the website, what is valued in each country? What have you based your conclusions on?



Activity 3.4: Plurilingual website analysis



In the same small groups, please explore the language characteristics of these websites and answer the following questions:

- How easy is it to navigate a site whose language you don't know? What about those with different writing systems? What helps you to move around and make guesses about the content?
- Look at a website whose language is related to a language you know (Italian or Portuguese to Spanish, Danish or Norwegian to Swedish, Estonian to Finnish, etc.). Build a small list of vocabulary with the help of the website. What else could you learn about that language?



Activity 3.4: Plurilingual website analysis



In plenary, please discuss "What did you learn from these tasks?"

- How could these kinds of activities be implemented in the language of schooling teaching?
- What kind of aims might they help achieve?

✓Grouping: groups of 3-5 students

✓Sources: <https://maledive.ecml.at/Studymaterials/School/Buildingonplurilingualism/tabid/3619/language/enGB/Default.aspx> (Partly adapted from an [activity](#) by Astrid Guillaume 2007, LEA project)

Activity 3.5



Please read the article by Otwinowska, A. (2014). Does multilingualism influence plurilingual awareness of Polish teachers of English? *International Journal of Multilingualism*, 11(1), pp. 97-119. <https://doi.org/10.1080/14790718.2013.820730> Available at:

https://www.researchgate.net/publication/271992522_Does_multilingualism_influence_plurilingual_awareness_of_Polish_teachers_of_English (also in Appendix 3.5)



In plenary, analyse and discuss with your classmates the importance and the components of teachers' plurilingual awareness.



Grouping: individual and group work

Source: Otwinowska, A. (2014). Does multilingualism influence plurilingual awareness of Polish teachers of English? *International Journal of Multilingualism*, 11(1), pp. 97-119. <https://doi.org/10.1080/14790718.2013.820730> Available at: https://www.researchgate.net/publication/271992522_Does_multilingualism_influence_plurilingual_awareness_of_Polish_teachers_of_English (also in Appendix 3.5)



Activity 3.6



Please read a short article on First-Day Actions for a Culturally Sustaining Classroom Environment (<https://ncte.org/blog/2018/08/first-day-actions-for-a-culturally-sustaining-classroom-environment>)



In plenary, discuss with your classmates the experiences that children from other than language of instruction linguistic backgrounds may feel when entering the classroom on their first day at school. Answer the following questions:



- What do children see on the walls?
- What do they hear?
- What welcomes them?



Activity 3.6



In small groups of 3 or 4, circulate from table to table and use poster paper with coloured markers to add your ideas to the following topics:

- What can be put on the walls in a multilingual classroom? In a CLIL classroom?
- What books, dictionaries, or other printed resources should be in such classrooms?
- How to create a “safe space” in the classroom?
- How should visuals be adapted to a multilingual classroom? to a CLIL classroom?
- How curriculum should be adapted to a multilingual classroom?

✓ Grouping: individual and group work, small groups of 3-4

✓ Source: First-Day Actions for a Culturally Sustaining Classroom Environment (<https://ncte.org/blog/2018/08/first-day-actions-for-a-culturally-sustaining-classroomenvironment>)



Unit 4: Plurilingualism in Practice



In this unit you will:

✓ design activities for chosen content subject

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Activity 4.1



The task is about the simulation of thoughts / feelings / perceptions of an immigrant family in a foreign country.



The class will be divided in four equal groups: “fathers”, “mothers”, “children”, and “teachers”.



Students in the first group will simulate the “father” who comes to work to the new country as an adult and has to learn the language. He has difficulties in learning a new language, but doesn't have time to take a course because of his work.

Students in the second group will simulate the “mother” who stays at home. She has very few opportunities to practise the new language, and it is very difficult for her to learn this language as an adult.



Students in the third group will simulate the “child(ren)” of the family who has/have already learnt (and quite easily) the language and sometimes help(s) the parents, but sometimes feel(s) shame because of them in certain situations when their parents fail to demonstrate the proper language knowledge.





And, students in the fourth group will simulate the “teacher” who invites parents to discuss the difficulties of the “child(ren)” in maths class and asking parents to help their child(ren) while studying at home, because their grades are very concerning.

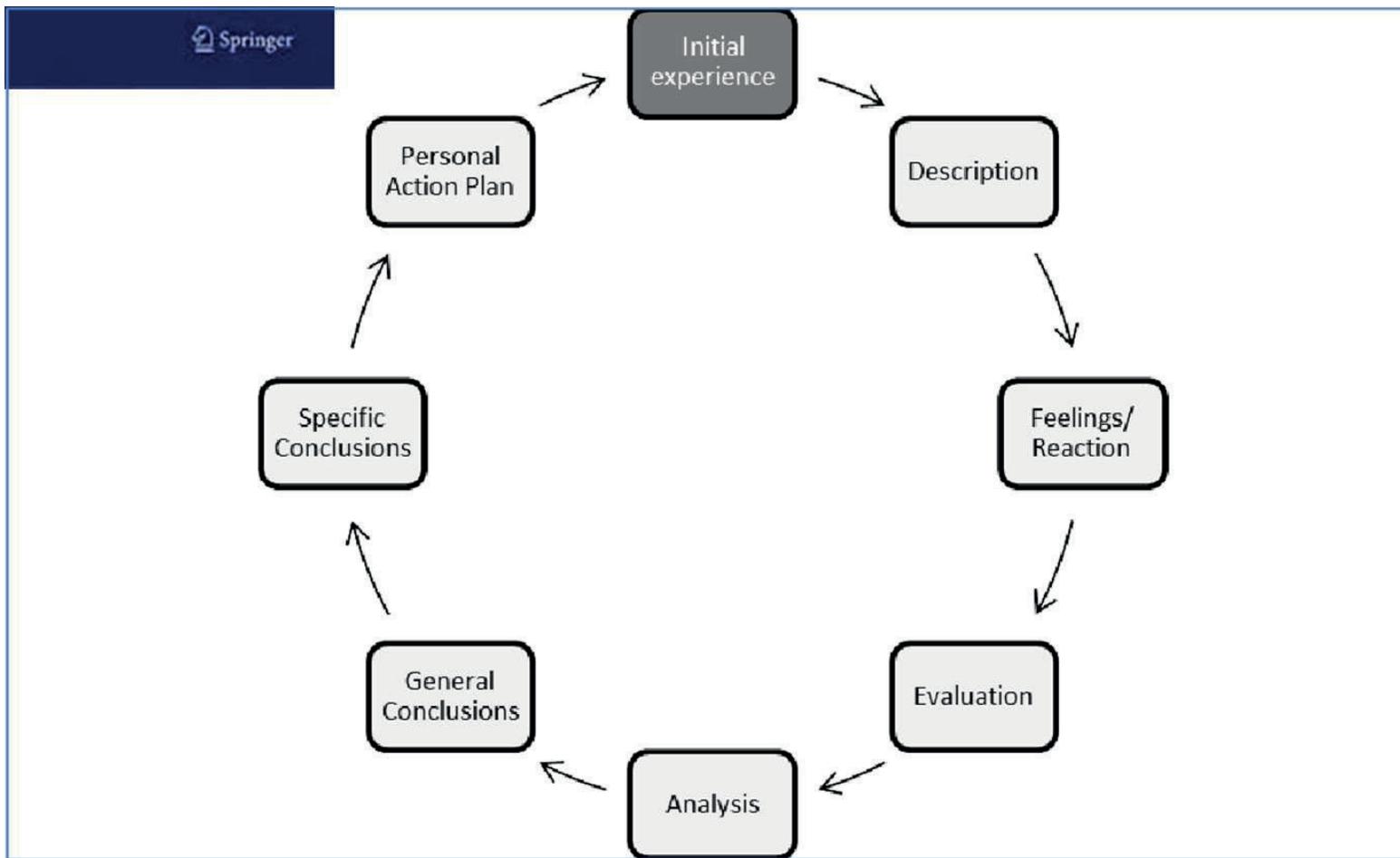
Students are set in groups consisting of a father, a mother, a child (or children), and a teacher, and are invited to simulate (to play out the assigned roles) how this consultation of teacher with parents in the presence of their child is going.

After this simulation game, students are invited to debrief by using Gibbs' reflective circle (See Figure 6.1) as indicated in Lantz-Deaton & Golubeva (2020: p. 203-205). (See Table 6.1 below)



✓ Grouping: first, individually, and then, in plenary





✓ Reference: Lantz-Deaton, C. & Golubeva, I. (2020). Intercultural Competence for College and University Students: A Global Guide for Employability and Social Change. Switzerland: Springer, pp. 203-205. Available at <https://www.springer.com/gp/book/9783030574451>

Stage	Questions to be answered	What are you learning from this?
Description	<ul style="list-style-type: none"> • What happened in this CI? (Please, do not interpret, evaluate, or make judgements at this stage, just simply describe the incident). 	<ul style="list-style-type: none"> • You will learn to describe a critical incident, or any other case of intercultural contact in a nonjudgmental way. • You will develop the ability to see a situation as an outsider, as objectively as possible.
Feelings / Reactions	<ul style="list-style-type: none"> • What were your feelings during the CI? • What were you thinking? • What was your reaction? (Again, please, just simply describe, do not analyze the CI yet). 	<ul style="list-style-type: none"> • You will develop your ability to accurately perceive and express your feelings; • You will learn how your emotions influence your thoughts; • You will discover your ability to regulate emotions, cope and react appropriately in an intercultural encounter.

Stage	Questions to be answered	What are you learning from this?
Evaluation	<ul style="list-style-type: none"> • What was good/bad/disappointing/ frustrating/ thought-provoking about this experience? <p>(At this stage you are invited to make judgements and evaluate).</p>	<ul style="list-style-type: none"> • You will develop your reflective skills.
Analysis	<ul style="list-style-type: none"> • Why have you chosen this particular CI for reflection and analysis? • What is the broader context of this CI, if any? Is anything going on in the society where you experienced this CI? • What would be the outcomes of alternative actions for others/myself? • Do you think there are others who experienced a similar CI? Do you think they felt and reacted the same way as you did? Why or why not? • How do you feel now about this experience? Why? Has anything changed? • What sense can you make of the experience? Try to relate it to your process of intercultural learning. 	<ul style="list-style-type: none"> • You will develop your selfreflective skills. • You will develop your critical thinking skills • You will learn to recognize the complexity of an intercultural encounter and explain the variety of alternative outcomes of a specific critical incident • This stage will contribute to making a routine for you to analyze an intercultural encounter in an accurate and unbiased way.

Stage	Questions to be answered	What are you learning from this?
General conclusions	<ul style="list-style-type: none"> What general conclusions can be drawn from this experience that will foster your intercultural learning? (Beware of stereotyping!) 	<ul style="list-style-type: none"> You will develop the ability of understanding, organizing and interpreting data from your CIs which can help you to predict similar critical incidents and increase the chances of achieving positive outcomes.
Specific conclusions	<ul style="list-style-type: none"> What can you conclude about your specific and unique way of behaving/ feeling / reacting in CIs? 	<ul style="list-style-type: none"> You will develop the ability to understand, organize and interpret information about yourself to make changes in your attitudes or behaviors and reactions to similar critical incidents.

Stage	Questions to be answered	What are you learning from this?
<p data-bbox="69 102 286 157">Action plan</p> 	<ul style="list-style-type: none"> <li data-bbox="293 102 1245 327">• If it happened again what (if anything) would you do differently? E.g.: Is there anything you would say differently to the people involved or would you behave differently? <li data-bbox="293 333 1245 384">• Would you feel differently? Why? <li data-bbox="293 390 1245 441">• Would you react differently? In what ways? <li data-bbox="293 447 1245 560">• What would you like to learn about to be prepared for such critical incidents in the future? <li data-bbox="293 567 1245 617">• What skills do you plan to develop? <li data-bbox="293 623 1245 674">• What attitudes would you like to change? 	<ul style="list-style-type: none"> <li data-bbox="1252 102 2154 270">• You will learn how to sum-up your experience in order to increase the likelihood that you will have positive experiences in the future. <li data-bbox="1252 277 2154 384">• You will learn how to build a realistic plan for your intercultural (self-) development. <p data-bbox="1657 812 2154 850" style="text-align: right;">Based on Gibbs' model (1988)</p>

Discuss with the class in plenary how typical are similar critical incidents in the schools with immigrant children? What can be done to help students?



Activity 4.2



Please read short excerpts from Council of Europe (2016). Guide for the Development and Implementation of Curricula for Plurilingual and Intercultural Education.

Strasbourg: Council of Europe Publishing. Available at

<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806ae621>

- Executive Summary, pp. 9-14

and

- Chapter 1: Designing curricula for plurilingual and intercultural education, pp. 15- 28.

Please make sure you understand the following concepts:

- Aims and values of plurilingual and intercultural education;
- Characteristics of a curriculum meeting the aims and values of plurilingual and intercultural education;
- What do we mean by curriculum design;
- Development levels and implementation of the curriculum;
- The components of curriculum planning;

- Key concepts relating to plurilingual and intercultural education;
- Resources and references for plurilingual and intercultural education;
- Ways of bringing plurilingual and intercultural education into the curriculum;
- Measures to make teaching more effective.

Chapter 1 provides very clear explanation of the issues and concepts/terms listed above and also some great tables and figures.

OPTIONAL: You can also use PPT slides by Piccardo: <https://rm.coe.int/teachereducation-implications-and-opportunities-piccardo-/1680788b27> to gain a better understanding of the CEFR Companion Volume (CEFR/CV) and its implementation teacher education, including opportunities for action-oriented teaching and learning.





In small groups of 3-4 students, check the understanding the following concepts:

- Aims and values of plurilingual and intercultural education;
- Characteristics of a curriculum meeting the aims and values of plurilingual and intercultural education;
- What do we mean by curriculum design;
- Development levels and implementation of the curriculum;
- The components of curriculum planning;
- Key concepts relating to plurilingual and intercultural education;
- Resources and references for plurilingual and intercultural education;
- Ways of bringing plurilingual and intercultural education into the curriculum;
- Measures to make teaching more effective.

✓Grouping: individual and small groups of 3-4

✓Source:

Council of Europe (2016). Guide for the Development and Implementation of Curricula for Plurilingual and Intercultural Education. Strasbourg: Council of Europe Publishing. Available at https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0_9000016806ae621



Activity 4.3

Form small groups of 3-4 students based on your interests (geography, history, medicine, science, etc). Then, study materials for creating interesting CLIL lessons available <https://www.blikk.it/bildung/unterricht/clil/clil-ressources> and the samples of activities available on the website <https://www.blikk.it/bildung/unterricht/clil/clil-activities> (by Carmen Steiner, Dagmar Morandell, and Rosmarie de Monte Frick), or listed here:

<https://digifolio.rvp.cz/artefact/file/download.php?file=14043&view=2893>
(also see this list of websites in Appendix 4.3)

In the same small groups, please design activities for the subject of their choice:

- For warm-up
- For scaffolding vocabulary
- For working with visuals
- For evaluation

Please present (i.e. teach) these activities to the class

✓Grouping: small groups of 3-4

✓Sources: <https://www.blikk.it/bildung/unterricht/clil/clil-ressources> ; <https://www.blikk.it/bildung/unterricht/clil/clil-activities>; <https://digifolio.rvp.cz/artefact/file/download.php?file=14043&view=2893>

Activity 4.4



Review the following by reading: Dale, L., van der Es, W., & Tanner, R. (2010).
CLIL Skills. Haarlem, NL: European Platform.

(https://www.rosietanner.com/images/docs/CLILSkills_pdf.pdf):

- ✓ basic theory on CLIL projects (p. 221),
- ✓ main types of CLIL projects (p. 222),
- ✓ advantages of CLIL projects for bilingual learners (p. 222),
- ✓ advantages of CLIL projects for teachers (p. 225),
- ✓ disadvantages of CLIL projects (p. 226).



In the same small groups as in Activity 4.3, please design ask students to design a CLILproject.



Please present your project idea in plenary.



Please provide feedback to other small groups, as suggested below: (based on Dale et al. 2010, p. 218)

- What do you like about this project for use in a CLIL setting?
- How will CLIL learners benefit from this project?
- What improvements might you suggest to make the project more useful for CLIL?

✓Grouping: small groups of 3-4 (same groups as in Activity 4.3)

✓Sources: Dale, L., van der Es, W., & Tanner, R. (2010). CLIL Skills. Haarlem, NL: European Platform.

(https://www.rosietanner.com/images/docs/CLILSkills_pdf.pdf)



2 TYPES OF PROJECTS

Haines (1989) divides projects into four useful categories:

Information and research projects

Information and research projects involve studying or comparing a particular aspect of a topic. For example, learners carry out research into the effects of global warming, comparing two different countries (geography, language work on comparatives).

Survey projects

In survey projects, learners create surveys, questionnaires or interview questions and then gather information about people's opinions on a topic. An example would be an interview about energy use in the home (physics, language describing the home, comparisons and statistics).



Production projects

In production projects, learners create or design an authentic or semi-authentic product. For example: an interview in which a famous interviewer, such as Oprah Winfrey, interviews a historical character, such as William of Orange (history, language for making questions).

Performance and organisational projects

In performance and organisational projects, learners organise an actual experience for others, for example a real mediaeval feast for a group of parents (history, language of cooking).

3 ADVANTAGES OF CLIL PROJECTS FOR BILINGUAL LEARNERS

There are several good reasons for working on CLIL projects with your learners.

Engagement, motivation and creativity

Project work is a refreshing break from the normal routine; it allows them to be creative with what they are learning. It is often a way to engage learners, to increase their motivation in their learning process and to support them in taking control of their own learning. Creative work can help learners to relax and consequently, to work more fluently and take more risks with their language skills.

Transfer

One of the most important arguments for using projects in CLIL is that learners learn to transfer the information they have learned by applying it in another context or to a different subject.

Example of transfer

Learners learn about classification in biology, then work on a visual poster representing an animal and write a poem about it, thus changing their knowledge about classification to a new form.



Thinking skills

Projects can develop a number of thinking skills simultaneously and in context. Projects often present complex problem-solving activities. This requires learners to work with language at many different levels: to think, to explain, and to reflect on their learning. All this results in deeper and more effective content and language learning. Chapters 3 and 5 contain more information about thinking skills.

Example of thinking skills

Learners gather information about an economic issue (e.g. the credit crunch) and hold a debate, representing different countries' experiences or points-of-view.

Language skills and output

Projects help learners develop language and produce a lot of output (see Chapter 4). In a CLIL project, learners work on content and English at the same time, thus interweaving them. Learners also work on different language skills (reading, listening, watching, speaking and writing) over a period of time. Projects provide realistic contexts in which learners can apply their existing language skills as well as develop new ones.

Interaction in English during project work can encourage second language acquisition: when interacting, learners need to use English creatively and fluently. According to the Multi-feature hypothesis (Westhoff, 2004), the more a learner is involved in a task, the more mental actions are involved and the more learning will occur. As learners interact, they become aware of what they still need to learn as they speak and write, and thus try to improve their spoken and written work.

Projects also allow learners to recycle language they already know as well as discover, create and experiment with new language. In other words, learners produce output. Projects often encourage writing: through creating different kinds of written products, learners learn to work on different authentic text types and to write informally and formally for different audiences.



Example of language skills

Learners prepare a television debate about global warming. As preparation, they practise giving and asking for opinions by designing a questionnaire for classmates about their opinions on music, thus rehearsing the language needed for the final debate.

Reading strategies (see Chapter 3), such as guessing the meaning of unknown words from context or scanning texts to see if they contain useful information, are developed during project work and can be transferred and practised in any subject.

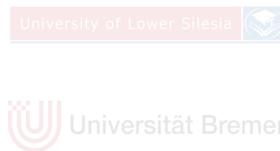
Finally, learners work on both accuracy and fluency during project work. During peer-to-peer discussions about the project, learners work on their fluency. Accuracy skills in language are developed as they design and polish their final product.

Skills integration

Subject skills and language skills have the potential to be doubly integrated in projects; they can be integrated both within the subject and across the curriculum. For example, if learners have teamed to assess the reliability of sources for history and use linking words to narrate a series of events, these are language and subject skills which can be practised again in a different context.

Example of skills integration

Learners have learned during biology lessons to discuss the reliability of sources when discussing, for example, evolution. They have also learned linking words needed to describe processes. Reliability of sources is also a subject skill in history, where different issues are highlighted, across-curricular project on the history and theory of evolution could highlight these differences, and at the same time encourage the transfer of language and subject skills.





Transferable skills

Projects can encourage the development of a number of skills other than language or subject-related skills. Learners who are weaker in language can show their understanding and skills of a subject in non-linguistic ways (also see Chapter 4). Some of these skills include designing, illustrating, organising (of people, materials, tasks, and time) and using equipment (camera, computer or DVD recorder). Thus, bilingual learners can demonstrate their knowledge in non-linguistic ways, so that weaknesses in language do not interfere with their progress in the subject.

Example of a project involving other skills

Learners make a sketch or film about a famous scientist such as Marie Curie or Gregor Mendel, and dramatise an important scientific discovery, developing organisational skills along the way.

Authentic assessment

Projects can be a form of continuous assessment and allow learners who perform less well in a testing situation to be assessed, arguably in a fairer way, on a wider variety of skills. More information on this aspect of projects can be found in Chapter 5.

Co-operation

Most projects are carried out in pairs or groups, and encourage and develop co-operative skills. A well-designed project encourages all learners to be actively engaged and involved, and promotes positive interdependence. For more information on creating projects which involve all learners, see Applications in CLIL.

Example of co-operation

In a project on Aboriginal Dreamtime stories, learners research information from different sources, and then put their individual work together to produce a final poster presentation.



Learner differences

Projects enable learners of different abilities, skills and multiple intelligences to work together, using their talents and qualities (see Activity 74). This shows all learners how useful the different types of intelligence are and encourages them to value and develop a variety of types of intelligence.

Example taking learner differences into account

In a project on life in the trenches in the First World War in Europe, learners are given the choice of presenting their knowledge in different forms: a pen and ink sketch showing the details of a trench, a letter from the trenches, a rap about living in the trenches, or a conversation between two soldiers in a trench.

Independence

Projects encourage and provide practice for independence and autonomy, since the learners are responsible for planning, decision-making and division of work. For example, learners can choose a topic or sub-topic within a theme or choose from a variety of end products. In a Dutch context, projects prepare learners for working on the profreiwerkstuk. In an international context, projects prepare learners for their individual personal project in the Middle Years Programme or the International Baccalaureate extended essay.

Example encouraging choice and autonomy

In a project on hip hop music, learners choose whether to write a song, make a film or write a biography.

Connection with the real world

Projects can bring real-world situations into the classroom and involve fieldwork or work in the community. Using language in a real-life context makes more realistic language demands on CUL learners. Moreover, if they have practiced producing language during a project, learners are more likely to be able to produce it themselves in real-life situations.



Example of connection with the real world

A biology project on water Involves collecting water samples from different sources

4 ADVANTAGES OF CLIL PROJECTS FOR TEACHERS

Projects have a number of advantages for teachers as well. First, good projects are durable and can be used for several years in succession. The Internet offers a great many ready-made projects: try www.scienceacross.org for the sciences. WebQuests are available for all subjects - Applications in CLIL section 9 for more information. Projects enable teachers to develop themselves: working together, talking about teaching and learning in project settings helps teachers focus on their aims. During project work, teachers can come into more personal, close contact with learners, coaching them through the different stages of their work. They become more aware of each individual's qualities, contributions and level of English, as well as of the areas in which they still need support. This is good for CLIL both language teachers and subject teachers gain insights into what the learners need to learn to perform well

5 DISADVANTAGES OF CLIL PROJECTS

Projects have their disadvantages, too. Designing and working with projects can be time-consuming and requires careful planning and co-ordination within the school. Some teachers refuse to co-operate on projects, and some learners need a great deal of structure and lose track of things if a project is not well-designed: it is advisable to start with a small-scale project for classes not used to this type of work.

Some groups work faster than others. Design extra, more challenging activities for fast-finishing groups, or encourage them to choose more difficult end products. Some learners may take a 'free ride' in their group, letting others to do all the work. Plagiarism can be a problem, especially in the form of copying and pasting from uncredited Internet sources. To avoid this, projects should be designed so that learners need to transform information from one source into another product. For more on this issue, see Applications in CLIL



Unit 5: Translanguaging Classroom Practices

In this unit you will:

✓ examine and value the benefits of translanguaging practices in the classroom,

✓ create tasks that involve translanguaging practices

Carl von Ossietzky
Universität
Oldenburg



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Activity 5.1



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Oldenburg



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Please watch a short film “Immersion” (2009) (<https://www.youtube.com/watch?v=I6Y0HAjLKYYI>) twice. The first time, you will watch the video with no sound (muted). Please speculate about what is happening and describe what they saw by answering the following prompt questions:

- What/Who is the story about?
- How old can the boy be?
- Where do you think he comes from?
- Where do you think the school is situated?
- What is his experience at school?
- In your opinion, how does he feel at school? Does anything bother him? How do you know?
- Is the teacher supportive during the lesson? During the test?
- What did you feel when watching this film?
- Was there anything disturbing?

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In small groups of 3 or 4, please compare your answers.



After the film is played again, now with the sound, please write a synopsis of the film by adding details to the description.



In the small groups, ask students to discuss the following questions:



- Have you ever witnessed or experienced a similar situation? Please explain what happened.
- Why may some people (teachers / students / parents) find the use of other languages (other than instruction language) in the classroom disturbing or even harmful?
- What benefits and opportunities can translanguaging practices bring in the classroom?



In the plenary discussion, please discuss the following prompt questions:



- What scaffolding strategies could teacher have used to support Moises?
- Who else in this film could have benefitted from using their first language in the classroom?
- What is the benefit of using translanguaging practice for students? Their teacher? Their parents?
- Was Moises discriminated at school?
- Do you think it's a single case, or a systemic practice?

✓ Grouping: small groups of 3-4

✓ Sources: Adapted from Golubeva, I. (in progress). Translanguaging as a Tool for Supporting Multilingual Identities.



Activity 5.2



Please read pages 1-6 from

Celic C. & Seltzer, K. (2013), *Translanguaging: A Cuny- Nysieb Guide for Educators*. New York: Cuny-Nysieb. Available at <https://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March2013.pdf> to review the basic concepts and terms regarding translanguaging. You can also review the materials on the theory of translanguaging taught in Module L1.



In the online discussion board, share a post of 100-150 words, in which you would summarize what you learnt about the role of translanguaging. Also, please read all classmates' posts and react to at least 2 of them.



OPTIONAL: If you wish to learn more about the subject matter, please read additional materials in Appendix 5.2.



✓ Grouping: individual and group work



✓ Sources: Celic C. & Seltzer, K. (2013), *Translanguaging: A Cuny- Nysieb Guide for Educators*. New York: Cuny Nysieb. Available at <https://www.cuny-nysieb.org/wpcontent/uploads/2016/04/Translanguaging-Guide-March-2013.pdf>

+ Module L1 material on Translanguaging (optional)



Activity 5.3



Please watch two short videos by Jim Cummins on

-Additive and subtractive bilingualism

(2'05 mins <https://www.youtube.com/watch?v=H0Ndm8Roe2M>)

-Language teaching methods and translanguaging

(3'33 mins <https://www.youtube.com/watch?v=xrQQVkCINPQ>)



In plenary, discuss with the class the benefits of acknowledging all language repertoires that students bring in the classroom, of translanguaging and translanguaging classroom practices.



OPTIONAL: You can organize a debate by dividing the class in two parts: pro and against translanguaging in the classroom.



✓ **Grouping:** individual and group work

✓ **Sources:**

- <https://www.youtube.com/watch?v=H0Ndm8Roe2M>)

- <https://www.youtube.com/watch?v=xrQQVkCINPQ>)



Activity 5.4



Please read two articles: the recent one published by García and Otheguy (2020) and the one published by Ofelia García's student Flores (2014) and to write a 2-3 pages essay on Plurilingual and translanguaging pedagogical practices – a controversial topic.

✓ Grouping: individual and group work

✓ Sources:

- García, O., & Otheguy, R. (2020). Plurilingualism and translanguaging: Commonalities and divergences. *International Journal of Bilingual Education and Bilingualism*, 23(1), pp.17–35. <https://doi.org/10.1080/13670050.2019.1598932> Also available in Appendix 5.4
- Flores, N. (2014). Let's Not Forget that Translanguaging is a Political Act. Available at <https://educationallinguist.wordpress.com/2014/07/19/lets-not-forget-thattranslanguaging-is-a-political-act/>, and in Appendix 5.4.



Activity 5.5



In pairs, please complete the following task

Source: <https://maledive.ecml.at/Studymaterials/School/Buildingonplurilingualism/tabid/3619/language/en-GB/Default.aspx>

BASIC TASKS WITH A PLURI-TOUCH

Have a look at the tasks below that are often used in the teaching of the language of schooling. Consider ways to fine-tune them in order to make use of students' plurilingual resources. What added value would a plurilingual approach bring? How would it foster and advance the learning of core skills and content in the language of schooling classroom?

Think of examples of

- how students could use their mother tongues and the foreign languages they have learnt at school in each task
- how comparing similar texts in different languages might foster and advance learning with regard to the tasks
- how to demonstrate the potential of students' language awareness when working with languages



Change the verbs into nouns.

Model: *intend* → *intention*

- | | |
|----------------|--------------|
| a. employ → | e. act → |
| b. advertise → | f. inspire → |
| c. move → | g. protect → |
| d. develop → | |

Read lyrics of love songs.

What kind of metaphors and images are used to express emotions?

Work with a partner, and examine a blog you find interesting. Find out e.g.

- Whose blog is it?
- What issues is it about?
- What kind of pictures are there?
- How can the followers participate in the blog?
- Who is it targeted at?

Work with a partner and think of as many synonyms as you can for the words given.

- | | |
|------------|----------|
| a. a girl | b. a boy |
| c. a horse | d. food |

Examine a newspaper.

- What kind of tables, figures, and diagrams are there?
- What is their function in each text?
- Choose a piece of news without any graphics and make a graph which illustrates the contents of the text.





Go around the class and compare your examples with others

✓ Grouping: individual and group work

✓ Sources: <https://maledive.ecml.at/Studymaterials/School/Buildingonplurilingualism/tabid/3619/language/en-GB/Default.aspx>



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Activity 5.6



This task is the Final Project for this module. In small groups of 3 or 4, carefully study the examples of translanguaging classroom practices and to create a sequence of tasks for one complete lesson (languages and subject of the students' choice).

1. Preparation: Please review several sources to get ideas about translanguaging classroom practices. These sources can be as follows (or any others of your choice):

- Celic C. & Seltzer, K. (2013), Translanguaging: A CUNY-NYSIEB Guide for Educators. New York: CUNY-NYSIEB, pp. 1-6. Available at <https://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf>
- <https://www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/>
- Multilingual Grammar Project. Available at https://maledive.ecml.at/Portals/45/Multilingual_grammar2.pdf





First, please determine which age group, subject they choose for this project, language combination (preferable, take into consideration the languages spoken in their own country). You will have to design a sequence of tasks for one complete lesson (1-hour long). As an option, instead of developing your own activities you may adapt an existing from, for example, CUNY activity.



Each group will have to present their project in the class. **OPTIONAL** (but strongly recommended): If you have practice at school, please pilot the tasks you have developed in areal classroom environment.



In plenary, please share your experiences:

- What they learnt during this project?
- What was the most challenging part of this project?
- What did they learn from the presentations of other groups?

✓ Grouping: individual and group work



REFLECTION TOOL



You can adapt and use the reflection tool described in the Activity 4.1 in other activities that involve students' interaction in the class or interactions of others, as for example in the videos "What kind of Asian are you?" or "Immersion".

Source: Lantz-Deaton, C., & Golubeva, I. (2020). Intercultural Competence for College and University Students: A Global Guide for Employability and Social Change. Switzerland: Springer, pp. 203-205. Available at <https://www.springer.com/gp/book/9783030574451>

Gibbs' stages help to structure the process of understanding and processing critical incidents. According to Gibbs, it is important to follow the sequence of the stages. The table below (Table 6.1 in Lantz-Deaton & Golubeva 2020, p. 204-205) outlines the questions to be answered at each stage along with learning outcomes.



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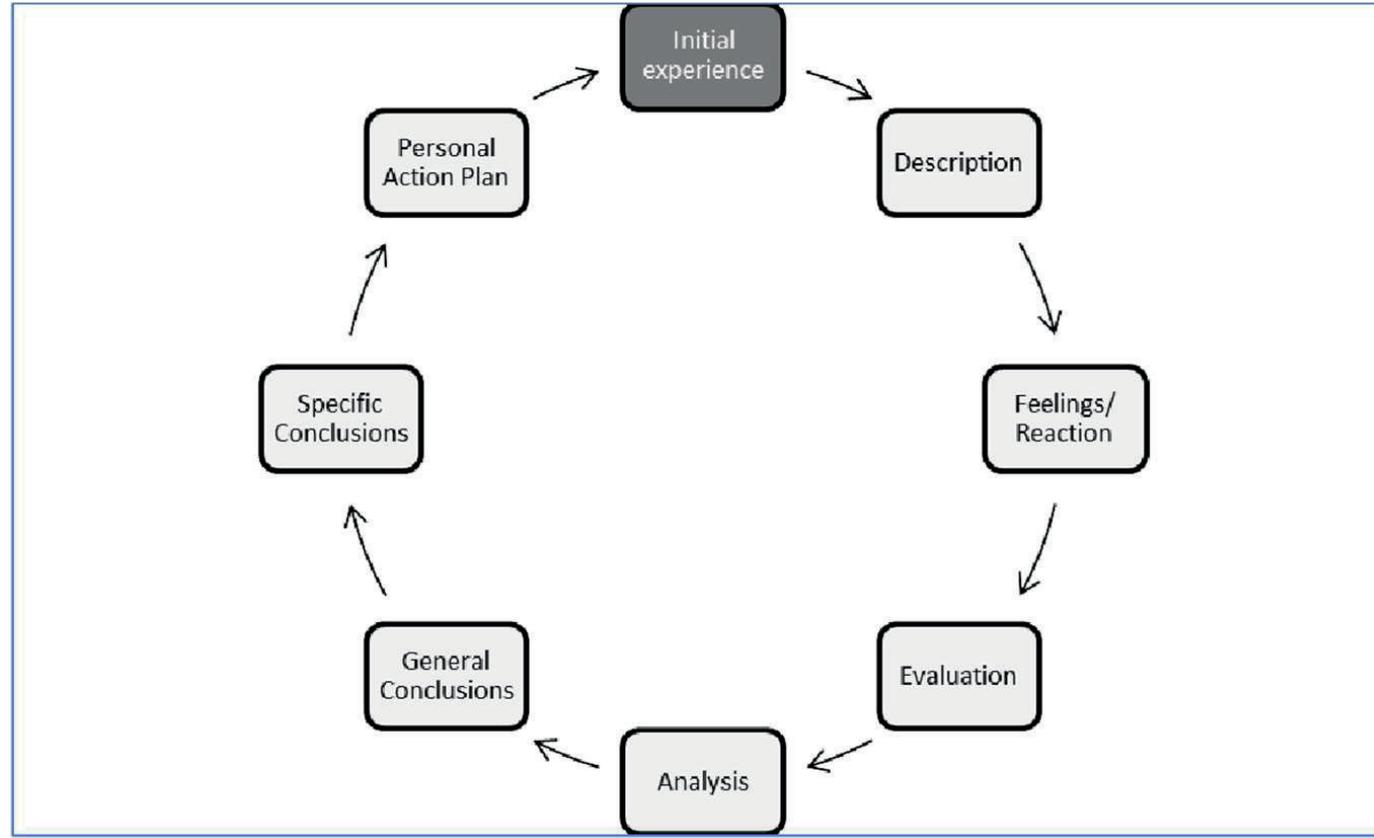


Figure 1: Gibbs' Reflective Cycle. Adapted by Lantz-Deaton and Golubeva (2020: p. 203) from Gibbs (1988) with permission.

Stage	Questions to be answered	What are you learning from this?
Description	<ul style="list-style-type: none"> What happened in this CI? (Please, do not interpret, evaluate, or make judgements at this stage, just simply describe the incident). 	<ul style="list-style-type: none"> You will learn to describe a critical incident, or any other case of intercultural contact in a nonjudgmental way. You will develop the ability to see a situation as an outsider, as objectively as possible.
Feelings / Reactions	<ul style="list-style-type: none"> What were your feelings during the CI? What were you thinking? What was your reaction? (Again, please, just simply describe, do not analyze the CI yet). 	<ul style="list-style-type: none"> You will develop your ability to accurately perceive and express your feelings; You will learn how your emotions influence your thoughts; You will discover your ability to regulate emotions, cope and react appropriately in an intercultural encounter.

Stage	Questions to be answered	What are you learning from this?
Evaluation	<ul style="list-style-type: none"> • What was good/bad/disappointing/ frustrating/ thought-provoking about this experience? <p>(At this stage you are invited to make judgements and evaluate).</p>	<ul style="list-style-type: none"> • You will develop your reflective skills.
Analysis	<ul style="list-style-type: none"> • Why have you chosen this particular CI for reflection and analysis? • What is the broader context of this CI, if any? Is anything going on in the society where you experienced this CI? • What would be the outcomes of alternative actions for others/myself? • Do you think there are others who experienced a similar CI? Do you think they felt and reacted the same way as you did? Why or why not? • How do you feel now about this experience? Why? Has anything changed? • What sense can you make of the experience? Try to relate it to your process of intercultural learning. 	<ul style="list-style-type: none"> • You will develop your selfreflective skills. • You will develop your critical thinking skills • You will learn to recognize the complexity of an intercultural encounter and explain the variety of alternative outcomes of a specific critical incident • This stage will contribute to making a routine for you to analyze an intercultural encounter in an accurate and unbiased way.

Stage	Questions to be answered	What are you learning from this?
General conclusions	<ul style="list-style-type: none"> What general conclusions can be drawn from this experience that will foster your intercultural learning? (Beware of stereotyping!) 	<ul style="list-style-type: none"> You will develop the ability of understanding, organizing and interpreting data from your CIs which can help you to predict similar critical incidents and increase the chances of achieving positive outcomes.
Specific conclusions	<ul style="list-style-type: none"> What can you conclude about your specific and unique way of behaving/ feeling / reacting in CIs? 	<ul style="list-style-type: none"> You will develop the ability to understand, organize and interpret information about yourself to make changes in your attitudes or behaviors and reactions to similar critical incidents.



Stage	Questions to be answered	What are you learning from this?
<p>Action plan</p>	<ul style="list-style-type: none"> • If it happened again what (if anything) would you do differently? E.g.: Is there anything you would say differently to the people involved or would you behave differently? • Would you feel differently? Why? • Would you react differently? In what ways? • What would you like to learn about to be prepared for such critical incidents in the future? • What skills do you plan to develop? • What attitudes would you like to change? 	<ul style="list-style-type: none"> • You will learn how to sum-up your experience in order to increase the likelihood that you will have positive experiences in the future. • You will learn how to build a realistic plan for your intercultural (self-) development. <p style="text-align: right;">Based on Gibbs' model (1988)</p>

Another tool that can be adapted for self-evaluation is Activity 1.3. (Source: Golubeva, I. (in progress). Translanguaging as a Tool for Supporting Multilingual Identities, based on IEREST (2015, p. 23).

In this activity students will complete self-evaluation, and check what they have learnt from the previous activities. Students will be invited to answer the question “What do you think you have learnt to do?” by ticking the appropriate boxes and providing examples where possible



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I can interact with people...	I can do it without efforts	I can do it sometimes	I can do it sometimes but with lots of efforts	This is an objective I would like to reach
<p>... taking into account that my identity and, in general, people's identity is varied, plural and complex.</p>				
<p>... taking into account that identity is constructed and negotiated, and that language plays an important role in it.</p>				
<p>... avoiding any forms of stereotyping and discrimination on the basis of accent, nationality, ethnicity, skin colour, etc.)</p>				

APPENDICES

APPENDIX 1.2

• Slides for IEREST (2015). Intercultural education resources for Erasmus students and their teachers. Koper, Slovenia: Annales University Press. Available at https://www.researchgate.net/publication/283795680_IEREST_Intercultural_education_resources_for_Erasmus_students_and_their_teachers

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APPENDIX 1.4.2

Extract from Noels, K. A, Yashima, T., & Zhang, R. (2020). Language, identity, and intercultural communication In: Jackson, J. (Ed). (2020). Routledge Handbook of Language and Intercultural Communication. 2nd edition. (pp. 55–69). Routledge, Taylor & Francis.

Language, identity, and intercultural communication

Kimberly A. Noels, Tomoko Yashima, and Ray Zhang

Introduction

It is commonly noted that, owing to technological advances in transportation and communication, the redistribution of production and labour, and other reasons, the potential for intercultural contact is currently greater than it has ever been in human history. Moreover, with an estimated 6,900 languages across the approximately 200 countries of the world (Lewis 2009), it is very likely that intercultural contact will involve encounters between people who speak different languages. Sometimes, these encounters take place between members of groups with a long history of interaction and thus they are rather routine, such that personal and normative expectations regarding language use effectively guide the communication process to predictable, if not mutually satisfying, outcomes. At other times, we are less well acquainted with our interlocutors' practices, and so part of the process of communication involves grappling with the acquisition of new verbal and nonverbal communication systems. Regardless of the level of familiarity, a variety of sociopsychological and sociocultural processes operate within every intercultural interaction.

In this chapter, we focus on how the languages we speak are linked to feelings of identity in intercultural encounters. This relation is a reciprocal one: the languages we learn and use open up possibilities for new identities, while at the same time our identities can have implications for engagement in language learning and use. We begin with a review of how scholars in social psychology, communication studies, and applied linguistics have defined identity and described its function in intercultural communication. We discuss some prominent themes that reverberate (or not) across disciplines, particularly as they relate to notions of identity, language, and culture, and we consider what the various conceptualisations of these constructs imply for research methodology. In so doing, we highlight areas where we believe that theory and research can be informed through interdisciplinary *rapprochement*.

Disciplinary perspectives on Identity, language, and Intercultural communication

Social psychology

The view on language, identity, and intercultural communication taken by many social psychologists might be described as an 'intergroup' perspective, in that it focuses on the social context in terms of the relations between two or more groups that differ in their relative sociostructural status (cf., Brabant et al. 2007). In this section, we describe two lines of research, both of which were conceived in sociohistorical contexts involving considerable sociopolitical tension between ethnolinguistic groups. The first line of research, originating in Montreal, Canada, highlights the implications of interethnic contact for patterns of bilingualism and ethnic identity, and the second, initially formulated in Bristol, UK, centres on how interlocutors adjust their communication behaviour in line with their group memberships. These are not unrelated bodies of theory and research; indeed, during the formative years there was considerable cross-Atlantic interaction between the two research groups (H. Giles, personal communication, 2007).

Sociostructural status, bilingualism, and identity

One of the earliest psychologists to examine the relation between language and identity was Wallace Lambert (1956; 1978), who observed that the acquisition of a new language and cultural identity did not necessarily entail the loss of the original language and identity. Rather, he argued that the relative status of the language groups in contact was an important predictor of patterns of bilingualism. He suggested that people belonging to a relatively subordinate, minority group were likely to lose their original language and identity as a result of learning the language of the majority group, a process known as subtractive bilingualism. In contrast, people belonging to a dominant, majority group could acquire a new language and culture without compromising their original language and culture, a process known as additive bilingualism. In contrast to the prevailing opinion at the time, Lambert's work emphasised that being bilingual could be associated with advantages not experienced by monolinguals, and that sociopolitical disparities often lay at the heart of social psychological differences between ethnolinguistic groups.

Lambert's work has inspired many researchers interested in cognitive and social psychological aspects of bilingualism and interethnic relations (for overviews, see Dil 1972; Reynolds 2014). Working initially with Lambert, Gardner proposed that people's motivation to learn a second language (L2) was supported to the extent that they hold positive attitudes towards that language community and want to learn the language in order to more readily interact with that community, a motivational orientation termed the 'integrative orientation' (Gardner and Lambert 1959; 1972). Over 50 years of research has underlined the importance of this concept of 'integrativeness', which encompasses the notion of identity in the sense that one has a willingness to be like valued members of the language community, even to the point of identifying with that community (Masgoret and Gardner 2003). This prominent formulation has been critiqued, however, for a variety of reasons (for an overview, see Dörnyei and Ushioda 2013). Notably, the experience of many learners of English suggests that the claim that integrativeness is necessary for motivated learning is tenuous because these learners do not necessarily identify with a specific English community. Instead, it is perhaps more appropriate to frame identification with reference to a global community (Lamb 2004), or in terms of adopting an 'international posture' (Yashima 2002). Dörnyei and Ushioda (2013) maintain that 'integrativeness' should be



reconceptualised as that part of the self-concept representing the L2 and culture, such that it is an idealised vision of what one would like to become as a language speaker within an imagined community (see also Kramsch 2010; Norton 2014). Thus, in recent years, there has been a shift from examining whether learners categorise themselves as members of particular language groups, to understanding whether and how learners envisage themselves as speakers of other languages, invest in that vision, and internalise that vision into their sense of Self, sometimes to the point of identifying with a new language community.

Social identity and communication accommodation

Communication accommodation theory (CAT) and related theories such as ethnolinguistic identity theory (e.g., Giles et al. 1977; Giles and Johnson 1981) and the intergroup theory of L2 learning (Giles and Byrne 1982) articulate some of the identity dynamics implicated in language behaviour and the societal consequences arising therefrom. From this perspective, social identity derives from knowing in which social category one belongs and assuming the characteristics of that social group. Identity becomes salient through comparisons with other groups, and this process of social comparison is influenced by a motivational desire to see one's own group, and thus oneself, in a positive light. Social identity is linked to language when language serves as a marker of group distinctiveness. In such cases, people adjust their verbal and nonverbal styles in order to create and maintain positive identities and to create a desired level of social distance between themselves and their interlocutors (among other goals). Similarity and affiliation can be demonstrated through convergence on linguistic, paralinguistic, and nonverbal features in such a way as to become more similar to their interlocutor's behaviour, and difference can be demonstrated through divergence in communication style that accentuates differences between the speaker and the interlocutor. Actual convergence or divergence may be otherwise intended by the speaker or interpreted by the interlocutor, and thus perceptions and attributions for these communicative strategies determine the effectiveness of language strategies and have implications for future encounters.

The social psychological processes outlined by CAT have consequences for larger scale relations between groups and long-term language shift and/or maintenance. Depending on one's strength of ethnolinguistic identity and perceptions regarding the relations between the two language groups (e.g., the perceived legitimacy of status differentials between groups and the penetrability of group boundaries), identity can be managed through language choices that maintain the *status quo* or contribute to social change in the relative status and relations between ethnolinguistic groups.

With its emphasis on how perceptions of intergroup boundaries and relative status relate to identity and language variations, the theoretical work of Giles and his colleagues complements Lambert's foundational work linking sociostructural variables at the macro level of the society with psychological variables at the micro level of the individual (for recent research with other models in this tradition, see Clément et al. 2003; Gilbert et al. 2005). Moreover, Lambert's notion of additive and subtractive bilingualism underlines the multiplicity of possible relations between language and identity, whereas CAT and its satellite theories highlight the fact that identities are managed through language use.



Applied linguistics

Discussions in applied linguistics of the role of identity in language learning and intercultural communication have been informed by social psychological theories of intergroup dynamics and, more recently, by social science theorising relating to what can be termed a 'sociocultural' perspective (Zuengler and Miller 2006). One major contribution of the sociocultural perspective to the study of language, identity, and intercultural communication is that it theorises language as a tool for achieving social and psychological ends, and hence as a resource for managing everyday activities, including the negotiation of identities. A second contribution is its detailed analysis of the power dynamics at play in situated interactions where one or both parties must use a language they have not yet mastered.

Vygotskyan/social–historical perspective

The Vygotskyan/social–historical perspective emphasises the relations between individuals and the society as well as culturally created artefacts in understanding individual and collective human development. Human development is a socially and culturally mediated process of learning or gaining self-regulation as an autonomous individual. The identity of individuals are forged as they gain a fuller control of their environment and of themselves. As Holland and Lachicotte (2007: 108) write regarding semiotic mediation in the formation of the Self, 'The self comes to use the signs, once directed to others or received from others, in relation to the self'. Through conversations, a child learns to see himself or herself as the object of meaning. Further, symbolic artefacts such as inner speech mediate self-regulation and thoughts, whereas narratives mediate making sense of the Self and of life events. According to Lantolf and Thorne (2006), learning and using an L2 amounts to acquiring a new way of mediation and can thus lead to a renewed or additional identity for an individual.

Community of practice perspective

In Lave and Wenger's (1991) situated learning theory, learners acquire knowledge and skills as they move towards fuller participation in the practices of a language community, a process that results in changes in their relationships with old timers and in the learners' identities. Participating in the practices of the host national community means, in a sense, acculturating through acquiring normative behaviours or symbolic competences in that community. Thus, expanded behavioural repertoires in multiple languages and cultures can result in a wider range of identity options to choose from, and can affect how effectively an individual can manage identities in intercultural communication.

Community of practice perspectives are used to connect how learners' imagined identities can guide learning trajectories (Lamb 2009; Yashima and Zenuk-Nishide 2008). McMahon's (1997) study demonstrates that, as Japanese women participated in a local community of learners of English with feminism as its content, these women imagined a link to the international community of feminists. Communities of practice have also been used to understand how newcomers in a community participate peripherally but legitimately or, conversely, how their entries are rejected, which affects their L2 learning and their L2-mediated identities. Morita's (2004) study of Japanese graduate students in Canadian universities showed that non-participation in classroom discussions was socially constructed and that, in the struggle to participate more fully in the community, these learners faced their identity as Asian women with less knowledge and less than the desired level of English competence. Unless one speaks like other members of the speech community, one may not be an accepted member of that community, whereas the acquisition of symbolic competence increases audibility and intelligibility.

Language identity issues have also been taken up in recent research on study abroad experiences (Jackson 2008; Kinginger 2008). Moving from studies mostly analysing language



acquisition using pre- and post-test designs, recent research often uses narratives to describe individual learners' unique experiences as they try to participate in communities of practice available in the host countries, or it focuses on the contexts influencing language acquisition outcomes. Research demonstrates that, in study abroad contexts, identity struggles are part of learners' daily interactions. Some learners face not only their ethnic identities but also L2 user' identities (Pellegrino 2005) and gendered identities (Mori 1999; Siegal 1996) as they try to communicate with host nationals. For instance, American female students studying in Russia or France often encounter sexual harassment, which hampers their participation in the host community (Brecht and Davidson 1995; Kline 1993). Many opt for resistance or non-participation in the community.

Poststructuralist/critical perspective

The recent surge of interest in identity among applied linguists was instigated by researchers taking poststructuralist critical perspectives, including Block (2007), Norton (2000), and Pavlenko and Blackledge (2004), among others. Their theorising is influenced by Bourdieu's (1977) conceptualisation of cultural and symbolic capital, which underlines symbolic imbalances among interactants as well as the notion of the right to speak and be heard. For poststructuralists, language is not a neutral medium of communication, and the value of speech cannot be separated from who uses it. Instead, speech is used and understood with reference to the social positioning of the interactants. Language use is a site of struggle where individuals negotiate identities. Identity, then, is not a product of an individual's mind but is discursively co-constructed through interactions in the social sphere.

Much poststructuralist research has centred on migrant situations, with a focus on how learners struggle to negotiate identities in order to adapt to the more influential host community (Block 2006; Norton 2000; Toohey and Norton 2003). This inequity in power relations is inherent in the learning context as the hosts do not necessarily need to hear the voices of the newcomers, but the newcomers do need to be heard and accepted to be members of the society. In this sense, interactional patterns reflect the macro-sociopolitical situations surrounding those who participate. A number of studies have featured learners' 'identity work' through oral and written narratives (Block 2006; 2007; see also Norton 2000; Pavlenko and Lantolf 2000). Often, desired identities are not endorsed by host nationals, and the learners must resist imposed identities, often by appropriating languages 'to legitimize, challenge, and negotiate identities and open new identity options for oppressed and subjected groups and individuals' (Pavlenko and Blackledge 2004: 13). These identities negotiated through discourses are complex and multiple, as is demonstrated by Norton's (2000) study of how immigrant women's ethnic, gendered, and class identities intertwine with language learner identities in complex ways.

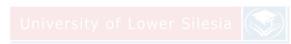




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Communication

Although the study of intercultural communication within the discipline of communication is increasingly informed by research in other geographical locations, many of the current identity-based theories were developed in the USA (Leeds-Hurwitz 1990; Chapter 1, this volume). Despite the fact that these theories reflect varied metatheoretical paradigms (Martin and Nakayama 1999), we seek to briefly review the shared interests among major theories of identity validation and negotiation during intercultural interactions, while highlighting their key differences.

There are a number of theories that give considerable weight to the construct of identity, especially identity management in relation to others during intercultural interactions. What



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drives these theories is the assumption that the identity one wishes to avow or negate may be at odds with what is granted or affirmed by one's intercultural partner; thus, identity is not only flexible but mutually negotiable (cf., Kim 2007). For example, both identity management theory (IMT; Imahori and Cupach 2005) and identity negotiation theory (INT; Ting-Toomey 2005) underline such mutuality of intercultural communication, whereby desired identities need to be mutually recognised and validated; the lack of mutuality or negotiation competence can lead to feelings of not being understood, respected, or affirmatively valued. Both conceptualise identity as the interpretive framework for understanding one's Self and the surrounding world and focus on cultural and relational identities. INT extends IMT in also viewing intercultural communication as balancing the identity dialectics of security/vulnerability, inclusion/differentiation, predictability/unpredictability, connection/autonomy, and consistency/change. Meeting those identity challenges by expanding one's cognitive, affective, and behavioural repertoire could potentially transform one into a 'dynamic biculturalist' who is attuned to both self-identity and other-identity negotiation issues.

A similar conceptualisation of identity as negotiable and hence inherently communicative is reflected in Hecht and colleagues' (2005) communication theory of identity. Its central argument is that identity is formed, expressed, and modified through social interaction. To capture this, it proposes four interpenetrating layers of identity (personal, enacted, relational, and communal). Identity negotiation is recast in terms of the way individuals negotiate the four different layers in communicating who they are, managing the dialectical tensions between and among one's layers of identity while avoiding or resolving 'identity gaps' (ibid.).



Perhaps an even more dynamic account of identity is provided by Y.Y. Kim's (1988; 2005) theory of cross-cultural adaptation that seeks to capture the evolving nature and growth-oriented aspects of adaptation as a result of one's extensive and accumulative experiences with a new cultural environment. It builds upon the open-systems principle about one's natural tendency to restore the internal disequilibrium created by the challenges associated with acculturation. Specifically, Kim proposes a stress-adaptation-growth dynamic that explains how psychological transformation gradually evolves out of the stress-adaptation dialectic. The product of this steady self-transformation is the emergence of an intercultural identity, a mindset that is both increasingly individualised and universalised. Not only does the theory envisage the intercultural identity as possibly transcending ascribed group boundaries, it also provides a developmental framework that has the advantage of explaining the emergent and reciprocal nature of identity and communication.

Finally, the poststructuralist/critical paradigm is gaining prominence in intercultural communication (e.g., cultural identifications theory, Collier 2005), partly due to the influence of applied linguistics in European scholarship (see Chapter 1, this volume). Such an interpretive framework is often articulated through ethnographic work involving a 'thick description' of a particular community and gleaning insights into its distinctive communicative practices (Carbaugh 2014; Philipsen et al. 2005). This paradigm highlights power inequities, the production of privileging ideologies, and politicalisation of identity, all of which are undertheorised in interpersonal approaches to identity in intercultural communication. Its engagement with the sociostructural context thus makes it compatible with the intergroup approach in social psychology reviewed above.



APPENDIX 3.5

Otwinowska, A. (2014). Does multilingualism influence plurilingual awareness of Polish teachers of English? *International Journal of Multilingualism*, 11(1), pp. 97-119. <https://doi.org/10.1080/14790718.2013.820730> Available at:

https://www.researchgate.net/publication/271992522_Does_multilingualism_influence_plurilingual_awareness_of_Polish_teachers_of_English

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APPENDIX 3.6

Source (open access): <https://ncte.org/blog/2018/08/first-day-actions-for-a-culturally-sustaining-classroom-environment/>

First-Day Actions for a Culturally Sustaining Classroom Environment

NCTE 08.23.18 DIVERSITY/SOCIAL JUSTICE This blog was written by the NCTE Committee Against Racism and Bias in the Teaching of English.

The first days of school should be centered around building community through authentic relationships. We believe that students need to trust their teacher in order for the relationship to give way to learning and growth. It is important for teachers to build these relationships responsibly by treating their students with respect and using a culturally sustaining pedagogy (CSP).

NCTE's Committee Against Racism and Bias in the Teaching of English turns to this pedagogical stance as one of the columns of our foundational beliefs because we aim to meet the needs of all students in our classrooms considering the demographic shifts taking place throughout our country's public schools.

Authors Dr. Django Paris and Dr. Samy Alim explain, "CSP seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the schooling for positive social transformation." One critical way to enact a culturally sustaining pedagogy is through the design of a classroom's physical space.

Think about what it's like to walk into and through your classroom before class has begun. What do students see on the walls? What do they hear? What welcomes them? These spatial elements are important and set a clear tone even before the bell has rung.



Here are some of our committee's suggestions on how to achieve a space that indicates a culturally sustaining pedagogy:

- **Your library:** Think about which books students will see when they first walk to the shelves. Will all of your students see themselves? It is critical to feature texts that represent ALL students on your bookshelves. Make sure books face forward or outward in a way where they strategically catch students' attention. Reflecting student identity through literature is a strong bridge to learning more about who your students are and building relationships with them.
- **Share your reading journey:** Show your students that you are actively engaged in reading texts that highlight the stories and experiences of people of color, members of the LGBTQ community, women, and other groups that have been historically silenced throughout US history and English class text selections. You can hang a sign on or near your desk that says "I am currently reading ." It is critical to update this regularly. This will help to invite a conversation with students about what you're learning.
- **Communicate intentions:** Write a "safe space" commitment and list on your syllabus. Or hang a sign that shows why your room and curriculum are safe spaces for students. Make sure they know, visibly, that they are welcomed and that their identities will be affirmed.
- **Intimate spaces:** At some point in the first day or week, try removing all the chairs and desks and have circle time. It can work across all grade levels. In that circle time, ask students what they like about your subject, what they like about school, how the day is going, and create space for a positive moment in your community. A student-centered moment within a shifted physical space communicates that this is their room and that you want to hear their voices. You might have students brainstorm the ways the physical space should look and what it should include. Teachers should prioritize student voices from the first day. You can engage in dialogue by asking what they value and then ensuring that those values have a place. You might visualize this by leaving your "rules" poster half empty as a way to show students that the rules are not done because their voices are still missing.





- **The walls:** Consider waiting to fill up the walls until after the first day of school. Leave room for students to contribute their works. Be intentional with what you put on the wall on the first day. You may want to use images featuring real people representing the students in the room, but also the ones who are missing. Posting those pictures versus cartoons or animals demonstrates intentionality in wanting to be inclusive. Post poetry or quotes that are from authors of color, women, LGBTQ people, and be intentional about the art in the room. You might even start the year off with a poem. Having students begin with “Where I’m From” poems is a great way to build community and allow the voices of their families to permeate the classroom space. After they’re done writing, students can create broadsides of their poems that can be displayed in class for the first month, semester, or quarter of the year. This shows students that teachers care to learn about their community and/or other places that are important in their lives.

- **Stickers & More Art:** Consider using stickers that are representative of multicultural people groups, too, such as Robert Liu-Trujillo’s art. Think about what is displayed on your desk and how that communicates that you love and respect all of your students and their home communities, and are sharing some of yourself.

- **Sounds:** If possible, you might feature some music that comes from marginalized communities. That might be music from the Caribbean or hip hop, for example. You can play it while students are doing some ice breakers or a short writing prompt. We know that there is power in music and that creating a space in your room where students are welcomed could be enhanced by them hearing music that comes from their country, for example. You could ask students to send you links to favorite music so that you can broaden your listening repertoire.

- **Free goodies:** Have the Committee Against Racism and Bias in the Teaching of English’s posters up somewhere on the wall and have bookmarks ready to be handed out on that first day. Send them home with a free gift from your classroom!





- Curriculum: Have a PowerPoint (or some visual) where you feature the texts you'll cover with pictures of the authors. Share topics you'll be covering this year and how students will get to have in-depth and challenging conversations. This shows students your commitment to featuring texts and authors who are people of color, LGBTQ, women, and others during the school year.

We hope that this list has been useful and that you are ready to think about how to set up your classroom in a way that is culturally sustaining. If your year has already begun, don't hesitate to slow down the pace and try some of these changes. Communicate to your students why you're making these modifications and use that as a conversation starter. It is important for these changes and physical elements in your classroom to be ones you've made out of your own interest to connect with them and genuinely welcome their voices. If it's performative and simply a way to seem "hip," students will sense this, and it won't build true relationships or understanding.

Our nation's tensions and ongoing social conflicts require that we take a stance and be intentional about fighting against racism and bias in the teaching of English. We are rooting for you!



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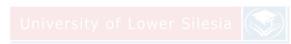




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APPENDIX 4.3

List of CLIL websites

You can offer students to read the sources collected below:

1. Bieri, A. (2018). Translanguaging practices in CLIL and non-CLIL biology lessons in Switzerland. *EuroAmerican Journal of Applied Linguistics and Languages*, Special Issue 5(2), pp. 91-109. DOI <http://dx.doi.org/10.21283/2376905X.9.142> . Available at: https://www.academia.edu/38080038/Translanguaging_practices_in_CLIL_and_non-CLIL_biology_lessons_in_Switzerland?email_work_card=view-paper
2. Csillik, E. & Golubeva, I. (2020) Translanguaging Practices in Early Childhood Classrooms from an Intercultural Perspective. In Huertas Abril, C. A. & Gomez Parra, M^a E. (Eds.), *Early Childhood Education from an Intercultural and Bilingual Perspective*. Hershey, PA: IGI Global, pp. 15-39. DOI: 10.4018/978-1-7998-2503-6.ch002. Available at : https://www.researchgate.net/publication/334749430_Translanguaging_Practices_in_Early_Childhood_Classrooms_From_an_Intercultural_Perspective
3. Golubeva, I. & Csillik, É. (2018). Translanguaging Practices in a Hungarian-English Early Childhood Classroom. In: Huertas Abril, C. A. & Gomez Parra, M^a E. (Eds.) *Early Childhood Education from an Intercultural and Bilingual Perspective*, Hershey, PA: IGI Global, pp. 96-116. DOI: 10.4018/978-1-5225-7507-8.ch058. Available at: https://www.researchgate.net/publication/330059855_Translanguaging_Practices_in_a_Hungarian-English_Early_Childhood_Classroom
4. Mendoza, A. (2020). What does translanguaging-for-equity really involve? An interactional analysis of a 9th grade English class, *Applied Linguistics Review* (published online ahead of print 2020), 20190106. doi: <https://doi.org/10.1515/applirev-2019-0106>



Or, you can explain to students what databases they can use to search articles on their particular topic of interest within the field of translanguaging, such as Academia, ResearchGate, Google Scholar, Web of Science, and so on. Here are some examples of such publications:

5. Creese, A., and Blackledge, A. (2010). Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching?, *Modern Language Journal*, 94(I), 103–115.

6. Hansen–Thomas, H., Stewart, M. A., Flint, P., Dollar, T. (2020). Co-learning in the High School English Class through Translanguaging: Emergent Bilingual Newcomers and Monolingual Teachers. *Journal of Language, Identity & Education*, pp. 1–16.

7. Mehisto, P., and Ting, Y.L.T.(2017). *CLIL Essentials for Secondary School Teachers*. Cambridge: Cambridge University Press.

8. Stewart, M.A., Hansen–Thomas, H. (2016). Sanctioning a space for translanguaging in the secondary English classroom: A case of a transnational youth. *Research in the Teaching of English*, pp. 450–472.



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- García, O., & Otheguy, R. (2020). Plurilingualism and translanguaging: Commonalities and divergences. *International Journal of Bilingual Education and Bilingualism*, 23(1), pp.17–35. <https://doi.org/10.1080/13670050.2019.1598932>

COPYRIGHT NOTE: Make sure you have access to this article through your library, the fulltext is provided here only for the purposes of our inner use during the piloting stage of this module. Not for distribution.

- Flores, N. (2014). Let's Not Forget that Translanguaging is a Political Act. Available at <https://educationallinguist.wordpress.com/2014/07/19/lets-not-forget-that-translanguaging-is-a-political-act/>

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APPENDIX 5.6

- Multilingual Grammar Project. Available at: https://maledive.ecml.at/Portals/45/Multilingual_grammar2.pdf
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