# Didactic material type 2

**Language course**

* **Linguistically diversified class:** Portuguese language for foreigners (B1)
* **Plurilingual pedagogical scenario and title/s of the activity/activities connected with the title of the course taught:** Spoken activities about different conceptualizations and respective terms of academic life
* **Plurilingual strategies used:** integratedapproach

# Plurilingual and Pluricultural Approaches to Campus Academic Life

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## Planned How? module learning outcomes according to the descriptive scale:

Teachers are to achieve the following outcomes according to the descriptive scale:

* I am able to exemplify plurilingual, pluricultural approaches in language teaching and learning;
* I am able to explore and develop my students’ plurilingual and pluricultural repertoires and draw on them in different contexts through developing cross-linguistic, plurilingual and pluricultural awareness-raising tasks;
* I am able to widen students’ linguistic and cultural repertoire in less diversified contexts;
* I am able to design a course based on plurilingual and pluricultural approaches.

## Skills and competences of the teacher:

* preliminary research about concepts and terms of academic life
* collecting plurilingual terminology of the domain and researching different cultural approaches to domain issues
* management of oral participation in class
* promoting plurilingual classroom dynamics and sensitizing students to pluricultural contexts and multidimensionality of concepts and knowledge
* enhancing students' knowledge and competences in a cooperative way

## A specimen of activity:

Spoken activities about different conceptualizations and respective terms of academic life in students origin universities’ language(s) and in Portuguese (concepts linked to class, syllabus, exam, attendance, meals, holidays, evaluation, success, student union, etc).

The activity aims to stress how different languages and cultures show academic life (supposed to be equivalent at least to mobile students).

## Objectives:

* to promote multilingual teaching through an integrated approach (language and content), fostering the ability to present subject content in several languages;
* to develop oral production skills in languages for specific purposes;
* to develop multilingual speaking competence using contrastive competences.

## Notes for language teacher to tasks from Didactic materials type 2:

Students will be encouraged to present concepts in their language(s) and a multilingual glossary on the topic will then be conceived.

## Stages of work in the classroom:

* illustrate the activity to the class: an oral presentation in Portuguese with a set of sentences with terms related to academic life
* after paraphrasing these terms, according to contextual information, students will be asked to provide equivalent terms in their language(s)
* the teacher will organize information according to lexical and conceptual classes/ categories and will promote the discussion about the accuracy of the equivalents and will act as a mediator to identify the key concepts and their correspondent denominations in different languages
* this multilingual contrastive analysis will lead to the acquisition of Portuguese terminology and will help them in their inclusion in the campus life

## Individual Assessment / Evaluation:

Oral production assessment grid retrieved from Magicc Framework

<https://sepia2.unil.ch/magicc/#.spokenProduction>

## Bibliography:

AAVV, 2023, Lexique multilingue de la mobilité étudiante, Milan, Educatt