



## How? Module course syllabus

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# APATCHE

Adding Plurilingual Approaches to language Teacher Competences in Higher Education

The *APATCHE* Plurilingual Teacher TOOLBOX  
Training regarding skills

## Objectives

Creating didactic materials for **training HE language and subject teachers** in achieving a **shift towards**

- **ACTION-ORIENTED**,
- **AGENTIVE** (using students' lived experiences with languages and cultures and with students given an active role as agents of their own learning),
- **PLURILINGUAL and PLURICULTURAL LANGUAGE EDUCATION.**

What is the module about?

Practical examples of plurilingual activities within constructed possible plurilingual pedagogical scenarios in a language and / or subject university classroom.

## Contents:

### SECTION 1

The *APATCHE* methodological handles (tips & tricks) for the Plurilingual HE Teachers

### SECTION 2

The *APATCHE* plurilingual activities within plurilingual pedagogical scenarios for 6-hour practical course



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## The APATCHE Plurilingual Teacher Toolbox

### SECTION 1

The APATCHE methodological handles (tips & tricks)  
for the Plurilingual HE Teacher

### SECTION 2

The APATCHE repertoire of course materials





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# APATCHE

Adding Plurilingual Approaches to language Teacher Competences in Higher Education

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## SECTION 1

### How do these Tips & Tricks relate to the previous modules in the APATCHE course?

The Tips & Tricks that follow are meant as *methodological handles*, for the HE teacher willing to develop plurilingual approaches in their teaching. In the **What?-module**, we explained what plurilingual approaches are, what these entail, what their importance is to internationalisation and to the creation and dissemination of scientific knowledge. We also explained *what strategies can be developed* when teaching in a plurilingual approach. In the **Why?-module**, *attitudes and values* related to plurilingual approaches were explained, as well as the advantages of adopting plurilingual approaches. We also explained why these are needed in HE. These Tips & Tricks are part of the **How?-module**, whose aim is to provide you with training regarding the *skills* necessary to be able to include plurilingual approaches in your teaching. We will provide you with *concrete advice, examples of plurilingual classroom activities, and possible course scenarios*, in which those *strategies* and *attitudes and values* come to the fore.

You will need the knowledge you have acquired and show the attitudes that come with this knowledge - we hope you will enjoy this more practical module.

### How do these Tips & Tricks relate to the APATCHE Descriptive Scale?

The APATCHE Descriptive Scale is the *backbone of your learning process*. It describes **what** you need to know about plurilingualism in HE if you want to become a plurilingual teacher, **why** those approaches are useful, and which skills you need to figure out **how** you can teach your courses considering plurilingual approaches (scenarios, tasks, course designs). This is why the APATCHE Descriptive Scale contains the Expected Learning Outcomes — i.e. what knowledge you have acquired (What-module), which values and attitudes you learnt (Why-module), and the skills you will have developed (How-module) — of the APATCHE online course.

Concerning the last, more practical module on How to bring plurilingual approaches to your teaching — which now has started — those learning outcomes are the following:

- 
- 3.1 I am able to **explain** how the latest CEFR presents **plurilingualism and pluriculturalism**.
  - 3.2 I am able to **exemplify** plurilingual, pluricultural approaches in language teaching and learning.
  - 3.3 I am able to **explore and develop** my students' plurilingual and pluricultural repertoires and **draw on them in different contexts** by developing cross-linguistic, plurilingual and pluricultural awareness raising tasks.
  - 3.4 I am able to **widen** students' linguistic and cultural repertoire in less diversified contexts.





3.5 I am able to **design** a course based on plurilingual, pluricultural approaches.

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## Content of the APATCHE Plurilingual Teacher Toolbox

In the paragraphs that follow, we will use those learning outcomes as the mainstay of what we are explaining and exemplifying. Therefore, the Tips & Tricks given are related to:

- How to **explain to your students** what you are doing and why, when bringing several languages into your classroom;
- How to think of, and how to use **plurilingual tasks** for your students;
- How to **integrate plurilingual teaching strategies** into your teaching;
- How to think of, and how to use **plurilingual scenarios** that bring together different communicative tasks for your students involving languages in the plural;
- How to think of, and how to use **plurilingual course designs** in which students are expected to use their plurilingual repertoires.

Throughout these Tips & Tricks, we will give examples:

- for **language teaching**, i.e., when teaching courses **of** foreign languages, e.g. grammar, communication, oral and/or written proficiency classes;
- and for **subject teaching**, i.e., when teaching courses **in or involving** foreign languages, e.g. courses in linguistics, literature, economics, art, or any other subject.

Before going into the examples of plurilingual tasks, strategies and classroom activities, we would like to give a few general tips, in the following pages.





## General tips

### (1) Explain what you are doing and why

Students in HE have generally become used to monolingual approaches in language learning. Taking a plurilingual approach will therefore seem odd to them, especially in foreign language classes in which the traditional foreign-language-only-classroom pedagogy is still prevalent. It will take some time for your students to get used to the paradigm shift that occurs when your teaching involves plurilingual approaches. Therefore, it is necessary that you ***explain to your students what the plurilingual approach is, and why you are using it.*** Only when they know what is expected of them by getting clear instructions, will they be able to learn.

At the center of plurilingual approaches is the learner as an active agent, learning to communicate in (simulated) real-life situations, which involve the presence and use of several languages, including the language they are learning. Explain to your students that they will learn that language to actually ***communicate as a social agent***, that they will learn by doing, and by building on the languages they already know, by comparing, through intercomprehension, by alternating between languages, by translanguaging, by mediating. Explain the benefits of such co-learning experiences, the values involved, the positive effects on learner engagement, on motivation, and on classroom participation. If possible, leave that classroom from time to time, and take the students to real-life multilingual spaces, such as a museum, a railway station, a multicultural neighborhood, a working floor in a company, or a research group at university. Make them responsible for their own learning process, make them think about that learning process, and make them actively use you as a coach rather than the teacher-who-knows-and-will-explain.







## (2) L1 ahead of L+, L2 on the side

Research has shown that the better language learners' command of their L1 — in most cases their home language, which may not be the main language of schooling — the easier they learn a new language. That effect increases with each new language learnt: learning L2 is easier when L1 is involved in the learning process, learning L3 is easier when L1 and L2 are involved in the learning process, and so on. In that respect, taking students L1 (and L2, L3) out of the equation when they are learning a new language (hereafter L+), i.e. the traditional foreign-language-only-classroom pedagogy, seems counterintuitive. In addition, *involving students' plurilingual repertoire when teaching L+, is useful for pedagogical purposes*, for several reasons. First, it brings 'real-world' linguistic and cultural diversity into the classroom. Diversity is a given in society, and it is also a motivating factor in language learning: recognizing that learning spaces in HE are multilingual and multicultural creates a **social community of co-learners** in which all can participate equally, with a sense of being recognized, of belonging and self-esteem. The plurilingual classroom is a **safe learning space** in which learners can have the rewarding experience of engaging positively with co-learners in an atmosphere of mutual respect, openness to other perspectives, and responsibility for one's own learning. Second, asking students to compare between languages they know (L1, L2, L3) and the language they are learning (L+) increases their **metalinguistic awareness**, thus facilitates the learning process, while showing them that they can already understand some of L+, which is motivating. In addition, when comparing languages, **learners learn about all the languages involved**, and not only the additional language they are explicitly learning. Finally, providing scenarios that allow learners to use their language skills in real-world settings creates a sense of purpose, of understanding why they are learning what they are learning, which has a **positive effect on motivation and willingness to participate** in classroom activities. Being allowed to use L1 or a lingua franca when getting stuck reduces the fear of using L+.

When asked to perform plurilingual tasks, and especially where teamwork is involved, students will probably start using a lingua franca (in most cases, L2 English; or, if that doesn't work, the national language of a large neighboring country, e.g. French, or Russian). Depending on the communicative task being performed, that can be fine — after all, this is how language works, in situations in which speakers are not yet independent users of L+ —, but it is also possible that the use of a lingua franca is not what you as a teacher were aiming for. Therefore, consider carefully what your aim is, and what the expected learning outcome of a classroom activity is. You may wish to **consider limiting the use of L2 lingua franca to the process of a learning activity**, by giving instructions that invite the students to **make use of L+ in the final product**, i.e. the actual task. One possibility, for instance when using teamwork in breakout groups in preparation of a classroom discussion, would be to appoint a spokesperson in each group, who will need to bring a short synthesis of the group discussion into the classroom as a whole. In which case it seems a good idea to ask the other participants in the group to help the spokesperson in creating that synthesis to encourage cross-linguistic mediation and the group's co-creation of meaning.





### (3) First **see**, then **do** (first reception, then production)

Another general principle of language pedagogy is fairly well known and has been so for quite some time. When asking language learners that they do something, i.e., perform a given communicative task, it is advisable (a) to prepare that task by a *progressive set of sub-tasks, going from the less to the more difficult subtasks*; and (b) to give a few *examples* of what is expected, from which learners can learn receptively, before having to do actively. That double trajectory, from receptive to productive, and eventually interactive communicative activities, and from less to more difficult communicative activities, could be translated into the following rules of thumb when adopting plurilingual approaches:

- first see, then do: give examples of what is expected of your students. Imitation is a very powerful language learning tool (actually, it is how children learn languages)
- first reception, then production: start with receptive communicative activities, before asking learners to do something themselves, e.g. ask them to read a text in L+, to watch a video, to listen to a recording and to take note of a given aspect of language (e.g. financial terminology). Then ask them to think of similarities and differences between L+, and their L1 and/or L2 (using linguistic comparison and intercomprehension). Only then, ask them to make a terminology list comparing L1, L2 and L+. You can also ask them to explain, in L1 or L2, why they retained these terms of L+ and not others, or to write a brief synthesis in L+ in which they must use at least 5 of the financial terms retained. This works best when combined with a scenario (and the preparation of that scenario), e.g. writing a meeting report to be sent to the stakeholders. Another, more complicated scenario involves interaction: one student is stakeholder in a company, attending the general assembly, and asks the board of governors why the expected dividend for the next fiscal year is reduced. Another student is president of the board and needs to defend that decision. A third one could be the CEO who disagrees with the decision made by the board. Depending on learners' level of proficiency, instructions could even be given in L1. Finally, students could be asked to reflect on their terminology list and the question how useful it was for that activity, or how complete it was.





## (4) Look for a **constructive** learning experience

Errors are good. They are what language learners learn from. Therefore, part of the plurilingual pedagogy is the creation of a *safe collaborative classroom in which the co-creation of meaning leaves room for errors*. When students are censured for the errors they (inevitably) make, their willingness to participate and communicate may be impeded. It may be worthwhile to consider differentiating, in your formative evaluation of classroom activities, between errors that hinder communication, errors in terminology and word choice, and errors in grammar or otherwise that do not hinder communication. Errors are best corrected during the collaborative process by means of collaborative peer learning, by which learners learn from each other. Errors made in the product are best corrected not by explicitly 'punishing' or exposing the learner, but by making use of co-learning (e.g., peer review by other learners), or by the teacher repeating a sentence correctly and supporting students in a noticing and awareness raising process. Assessments should always involve encouragement and emphasis on what was good, what students can do rather than what they cannot. Errors should not be pointed out as weaknesses, but as *possibilities for improvement*.

These general pedagogical tips are what underpins plurilingual classroom management. Together, when put into effect, they create a very powerful, explicit, plurilingual, and thus 'real world', collaborative and safe learning space, which promotes diversity and enhances learner motivation and participation, co-learning, and learner autonomy. In that plurilingual learning space, teaching itself can become plurilingual. That is what we shall now explain, in the following Tips & Tricks for plurilingual teaching.





## Tips & Tricks for Plurilingual Teaching Strategies in HE

The following Tips & Tricks are related to *four main strategies* that a plurilingual teacher in HE can work with. These strategies were defined and explained in detail in the What?-module. Ranging from more passive (receptive) to more active (productive, interactive), these strategies are:

- receptive intercomprehension
- inter- and cross-linguistic comparison
- language alternation, code-switching and translanguaging
- integrated approaches, i.e. approaches that include cross-linguistic mediation

As explained in Tip (3) above, these strategies are **best employed progressively**, i.e. starting with intercomprehension and comparison (receptive), then introducing language alternation, code-switching and translanguaging (productive), and finally looking for cross-linguistic mediation activities (interactive). Strategies can be used in sequence, one after the other, or they can be combined in a single course or classroom activity, depending on learners' proficiency level and the expected learning outcomes of a classroom activity. Following Tip (2) explained above, it is useful to consider **what combination of languages is best suited** to a given communicative task. Whereas inter- and cross-linguistic comparison and receptive intercomprehension have L+ at the heart of learners' task, this need not always be the case when putting into place the more complex, productive and interactive strategies. Generally speaking, it can be valuable to **first organize productive and interactive plurilingual activities from L+ to L1 or L2, before having learners produce content and interact in L+**. Finally, as explained in Tip (1), make sure your students know what they will be learning, what you are asking them to do and why. Following Tip (4), look for what's good and include formative assessment of what went less well.

In the following paragraphs, we will look at some examples of how these four strategies could be included in your teaching. These examples are not meant to tell you what to do. Rather, we hope they may be a **source of inspiration** by which you will create your own path into the future of plurilingual teaching. As the communicative activities described become more complex, they will combine strategies. In communicative activities exemplifying how integrated approaches can be included in your teaching, for instance, it is to be expected that intercomprehension, language comparison and translanguaging are happening as well.





## How to include receptive intercomprehension

Taking into account languages that learners already know, helps when they are learning an additional language (L+). This is most obviously the case for their L1 yet can also include L2.

One of the reasons for this, is that students can understand parts or segments of an L+, certainly when L+ is part of the same language family as a language they already know.

### Examples in language teaching

- provide students with a text in L+. Ask them to underline words that are similar in their L1 or L2. Ask them to consider similarities and differences, for instance in spelling, and in grammatical gender (when relevant);
- provide students with a number of sentences in L+. Ask them to think of how they would translate these sentences in their L1, and/or in English, and why it is that they can understand some parts of L+ but not others;
- ask students to listen to an interview in L+ on a topic they have terminological knowledge of in L1. Ask them what they understood and what they did not understand;
- ask students to watch a video in L+ with interlingual subtitles in L+ turned on. Ask them to note down words they recognize.

### Examples in subject courses taught in L+, or L2

- provide students with a text on the topic at hand, in L+. Ask them to underline words that are similar in their L1 or L2. Ask them to consider similarities and differences, for instance in spelling, and in gender (when relevant);
- ask students to listen to an interview in L+ on a topic they have terminological knowledge of in L1. Ask them what they understood and what they did not understand;
- ask students to take a museum tour (either physical or online). Provide them with an audioguide in L+ asking them to take note of the words in L+ they learn by recognizing them;
- in a linguistics course, ask students to make a translinguistic rule of grammar on the basis of examples in several languages of the same family (e.g. Germanic, Slavic, Romance, and so on);
- in a literature course on migrant literatures, or minor literatures, have students reflect on language variety and the influence of so-called minor languages on major national languages, and of those major languages on minor languages. Then ask your students to write an essay on how every novelist already is a translator.
- Ask students to read (parts of) a bilingual, or multilingual novel.





## How to include inter- and cross-linguistic comparison

Taking into account languages that learners already know helps when they are learning an additional language (L+). This is most obviously the case for their L1, which learners use all the time, yet keeping it more or less hidden from their foreign language teachers. Inter- and cross-linguistic comparison is about making that hidden part of language learning an **explicit component of the learning process**. At the same time, learning an L+ also benefits from considering other languages (L2, L3) learners already know. They need not be fully proficient in those languages; **any knowledge of L2 or L3 helps**, e.g., Polish grammar or Italian vocabulary helps when learning another Slavic or Romance language. Sometimes, it even helps for learning an L+ which seems far removed from L1 or L2.

When students actively compare L+ to their L1 and/or L2, they increase their **metalinguistic capacity of reflection**, while **learning by comparison** (by induction) is also easier to understand and process than a theoretical explanation in the absolute (by deduction).

Inter- and cross-linguistic comparison need not be limited to strictly linguistic phenomena such as grammar or lexis. It can be extended to pragmatic and socio-cultural ways of expression as well, and even to cultural observations, in a language course or in a literature, arts or politics course.

Below, some examples of how inter- and cross-linguistic comparison can be included in plurilingual teaching, for your inspiration. We will first give some examples in language teaching, then some examples on how to integrate this strategy in subject courses taught in L2, or L+, using CLIL (content and language integrated teaching).

Examples in language teaching:

- provide students with a number of sample sentences in L+. Ask them to translate these sentences in their respective L1s (if need be, with a dictionary, or using machine translation), and to compare the syntactic positions of subject and object in the sentences. Depending on level of proficiency and metalinguistic knowledge, learners can also be asked to formulate rules of syntax in L+ (See ‘How to use language alternation, code-switching and translanguaging’ below);
- provide students with several sentences in L+ using narrative discourse in past tense (i.e. preterit). Ask them to think of how past tense is used in their L1, and/or in English, and compare;
- provide students with a number of emails in L1, L2 and L+. Have them observe similarities and differences with respect to cultural and pragmatic norms of politeness, then make a list of politeness formulas used in L+;
- ask students to transform sentences from passive into active voice, in their L1, then in L+. Ask them to observe and comment on differences in use;
- have students read a newspaper article in L+, have them extract the terms related to the main topic (e.g. economics, international politics, sports) and ask them to make a multilingual terminology list that includes all other languages they speak.





Examples in subject courses taught in L+, or L2:

- provide students with a text in L+. Ask them to underline words that are similar in their L1, or in L2. Ask them to consider similarities and differences, for instance in spelling, and in gender (when relevant), and ask them whether words which are similar have the same meaning in both languages (pointing at the risk of false friends in intercomprehension);
- ask students to listen to an interview in L+ on a topic they have terminological knowledge of in L1. Ask them what they understood and what they did not understand;
- ask students to take a museum tour (either physical or online). Provide them with an audioguide in L+ asking them to take note of the words in L+ they learnt by recognizing them;
- in a linguistics course, ask students to make a translinguistic rule of grammar on the basis of examples in several languages of the same family (e.g. Germanic, Slavic, Romance, and so on);
- ask your students to input the same prompt in an AI-tool using large language models (e.g. chatGPT, or Bing), in different languages, and to discuss differences in the output generated;
- ask students to consult and compare manuals on a given topic, in different languages.







## How to include language alternation, code-switching and translanguaging

Language alternation, code-switching and translanguaging are methods by which learners are encouraged to actively use all the languages in their linguistic repertoire, usually one language at a time. Most often, language alternation and code-switching combine reception in one language with production in another language. Translanguaging goes one step further: it includes interaction (and therefore comprehension and production as well) in several languages at the same time.

Examples in language teaching:

- provide students with instructions in L+, and in L1, for complex tasks to be performed in L+. Chances are some students will understand the instructions better;
- when noticing that students did not fully understand instructions in L+, give the same instructions again in L2, while pointing out how language comparison and intercomprehension are helpful in understanding L+, provided subject terminology is known in L+;
- have students provide peer feedback in L1, on a task performed by fellow students in L+. Chances are they will be able to express themselves more freely. You can also ask other students to then summarize that feedback in L+;
- check whether students have understood an explanation or a text given in L+, by asking them to summarize that explanation in L1;
- check whether students have understood a rule of grammar explained in L+, by having them explain it themselves, to their fellow students, in L1, or L2;
- allow students to code-switch in oral production in L+, introducing individual words in L1 while using L+, then use this as a tool for learning the corresponding words in L+;
- have students with different L1s engage with each other in L+, for a complex communicative task for which they are allowed to translanguage, using either L1 or L2 as a lingua franca;
- have students explain in L+ a menu in their L1, to other students with another L1;
- have students comment on a text in L+ while making use of L1 and L2.

Examples in subject classes taught in L+, or L2:

- ask students to write an academic essay in L1, including abstracts in L2 and L+, while looking for the correct terminology online;
- ask students to organise a group discussion or a meeting between users of L+, and to repair misunderstandings in L2, by making use of language comparison and intercomprehension;
- have half your literature students read a bilingual author or self-translator (e.g. Samuel Beckett, Vladimir Nabokov) in one language, and half of them in the other language, and have a group discussion on differences in the text, and in interpretation;
- the same exercise can also be done with translations, esp. different translations in the same language;
- in a linguistics course, ask students to read the same text in 3 different languages of the same family, and have them discuss syntactic, grammatical, and/or pragmatic similarities and differences;
- ask your students to extract the central message or to make a synthesis in L1, or L2, of a text, an interview, or a lecture (on any given topic) in L+;







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- ask your students to make a multilingual terminology list for a given domain of specialisation;
- ask your students to read and compare Wikipedia entries in different foreign languages on a given lemma, e.g. modernism, market value, or absolute monarchy, to compare these with each other, or to an academic textbook in L1, and to write a paper on that comparison in L+.
- ask your students to input the same prompt in an AI-tool using large language models (e.g. chatGPT, or Bing), in different languages, and to discuss differences in the output generated, while using L1 to explain what the output in L2 is, and vice-versa.



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## How to use integrated approaches to plurilingualism

The integration of languages (in the plural) in learners plurilingual repertoire when teaching either language courses, or subject courses in a foreign language, is at its fullest when several languages are combined in **cross-linguistic mediation, as a cross-cutting plurilingual strategy** used to construct meaning from one language to another. With 'integrated', we mean that several languages are being used at the same time, rather than in alternation or by code-switching. In addition, 'integrated' also refers to the incorporation of language learning into subject courses, and subject learning into language courses, i.e., CLIL, in its fullest meaning.

With 'cross-cutting' teaching strategy, we mean that **mediation mobilises the three other modes of communication: reception, production, and interaction**. One could therefore say that such integrated approaches are integrating translanguaging into mediation activities. **Mediation also mobilises all components of language proficiency** (knowledge, values and attitudes, skills), in communicative activities that share the common feature of facilitating understanding, as well as communication itself. Types of mediation mentioned in the 2020 CEFR, under mediating strategies, include linking new knowledge to previous knowledge, adapting language to the communicative situation including one's audience, breaking down complex information, or streamlining a text. Basically, mediation is what teachers do: it involves explaining, giving examples, structuring a complex message, defining a concept, and checking whether their students understood correctly. It should also be what students do, as members of a classroom community involved in the **co-creation of meaningful communication**, together with the teacher.

Including mediation in classroom communicative practices, in the form of mediating communication and mediating concepts and mediating texts, as the 2020 CEFR suggests, **implies that learners act as social agents who construct bridges that help to ensure effective communication**, and help to convey meaning, where that meaning is not understood without help. In addition to that, in cross-linguistic mediation, other languages are used as tools from where to get that help. Consequently, cross-linguistic mediation is **a very motivating method of co-learning, in which co-learners actually take on communicative tasks that would traditionally be considered as the teachers' task**, e.g., explaining, summarizing, structuring, defining, rephrasing, and so on.

Cross-linguistic mediation involves knowledge, values and attitudes related with reception, production, and interaction, while in addition making use of one's plurilingual repertoire as a tool for understanding and communicating, by intercomprehension, comparison, alternation, or translanguaging. This can happen at different degrees across all levels of proficiency, depending on the complexity of the communicative situation and/or task concerned. The higher the proficiency level in the languages concerned, the more sophisticated the forms of mediations.

The examples of cross-linguistic mediation activities mentioned below imply an integrated approach as explained above, in which **learning content accompanies learning languages, and learning languages accompanies learning content**. For this reason, we will provide only one set of examples that involve both learning of languages and of content, instead of two series for language teaching and for content teaching.

As cross-linguistic mediation is a highly motivating yet complex matter to learn, it is advisable to take things one a step at a time, following the general tips explained in the first pages of this Toolbox. Cross-linguistic implies the knowledge and skills needed to be able to explain something, to provide a definition, to structure a message, to rephrase something in simpler words,





and so on across different languages. With student audiences where this is not the case, it is advisable to first concentrate on these mediation skills before asking learners to perform complex cross-linguistic mediation tasks.

## Examples of integrated approaches involving cross-linguistic mediation

- Ask students to look at an episode of a series in L+, on a streaming platform or online and ask them to turn on subtitles, either in their L1, or L2, or in L+ (intralingual subtitles). Then organize a discussion on what words and formulas in L+ they learnt, what difficulties they encountered, what went well in the subtitles and what didn't, in breakout groups, in L1. Appoint a spokesperson in each group, who will need to bring a short synthesis of the group discussion into the classroom as a whole, in L+. Ask the other participants in the breakout group to help the spokesperson in creating that synthesis, so as to encourage cross-linguistic mediation and the group's co-creation of meaning.
- Give learners of L+ the following assignment (for clarity's sake, let's take the example of Dutch-speaking learners of French at C1-level): For your internship as an MA student, you have been asked by your employer, a large tourist office in Paris, to write 100-word recommendations on the three best hotels near the Louvre. To write those recommendations, look for internet reviews by tourists (booking, expedia, tripadvisor, etc). Make sure you read reviews in different languages, including bad ones, making use of intercomprehension. When that writing assignment is completed, work with breakout groups, in which one of the students has to present his/her findings to the tourist office, whose owner, played by another student, happens to speak only English. A third student has the follow-up assignment to write an activity report for the internship coordinator at university, in Dutch.
- Ask students to read a few scientific articles or the abstracts thereof in L1, L2 and L+, on a given topic. Then ask them to write a 500-words synthesis in L1, adapted for a session of the Children's University, attended by 9- to 12-year-olds, or adapted for lay audiences in the form of e.g. a 250-words newspaper article in L+. You can also include presentations on the topic, and/or peer feedback involving several languages.
- Ask students to prepare a museum tour, in L2. To prepare this tour, they use written and online materials in L+, that they will need to synthesize, structure and clarify in L2. Have them work on the assignment in breakout groups, so they can co-create and mediate content together.
- Give students the following assignment, to be prepared by working together as a team: Our university is sending you to an undergraduate conference abroad, to give a 5-minute pitch on the topic of your master's thesis. The pitch has to be in English, but the organisers have asked that the supporting Powerpoint presentation is in French. In addition, university wants to send out a one-page press release on the event, in Dutch, in German and in French.
- Have students working together in a group while using L+, but 'muting' one participant's proficiency in L+, thus obliging the others to use cross-linguistic mediation from L+ into L2.
- Give instructions, or a lecture on a given topic in L+ to only half the students in your classroom group. The other half of the students are not present and have another assignment. Then have the students of the first group explain in L1, or L2, to the second group what was explained in L+ by the teacher. This can be followed up by either teacher





feedback on what went well and what went less well, in terms of both content and language, or by peer feedback making use of all languages involved.

- Organize a proficiency task, either oral or written, in which learners have to act as social agents in more than one language. Examples could be: (a) that students get a writing assignment to be performed in L2 and L3, followed by feedback that concentrates on the similarities and differences between L2 and L3; (b) that students are asked to do a group discussion, student 1 in L1, student 2 in L2, and student 3 mediating between the two others in a lingua franca; (c) that learners in a CLIL-course are asked to explain something in another language than the language in which they learnt the topic; (d) or any other scenario in which using different languages makes sense.





## Communicative tasks and communicative scenarios

At the center of plurilingual teaching approaches, are the language learners as active social agents, learning to communicate in (simulated) real-life situations, which involve the presence and use of several languages, including the language they are learning explicitly. Other languages are powerful tools in acquiring that following language, especially when learners come to realise that positive effect when performing communicative tasks that are useful in their (future) professional and personal lives, and for which they are invited to co-construct meaning, both with and for each other, training their soft skills, and also learning the values and attitudes involved when today's increasingly diverse student populations are invited to help each other in performing *meaningful communicative tasks*.

An efficient way of organizing and structuring that collaborative learning process, is by integrating different communicative tasks that involve **different components of language proficiency** (knowledge including metalinguistic knowledge, attitudes and values, and skills including plurilingual skills), **different modes of communication** (written and oral reception, production, interaction, mediation) and **different plurilingual strategies** (intercomprehension, comparison, language alternation, translanguaging, cross-linguistic mediation) into *pedagogical scenarios in which the use of several languages makes sense*. That works best when scenarios involve motivating real-life multilingual situations and actions, e.g., travel abroad, reading in one language and explaining in another language, roleplay in which one participant is unable to understand, diverse audiences with different characteristics, and so on, and a progression towards a culminating real-life oriented tasks which normally implies some form of product (text, multimedia, etc.). Aim for real-world language use, in which learners can engage, think of a progression in terms of difficulty of the different tasks and assignments, and give the learners as much autonomy as possible.

Below are a few examples of culminating tasks of such scenarios, in which different communicative tasks can be integrated.

- simulate an international conference with speakers in different languages, or ask students to organize a multilingual mock conference with an international audience;
- ask students to teach themselves, mediating a text or a concept in an international classroom;
- ask students to present a pitch in international research group;
- simulate an international business meeting in which students have to pitch a marketing plan;
- simulate situations in which students are confronted with miscommunication due to a lack of knowledge in the national language, e.g. in healthcare, in a police station, in a court room;
- simulate situations in which students are confronted with languages they think they cannot understand;
- think of scenarios in which students can have different roles, that involve different communicative activities, different languages and different plurilingual strategies;
- think of scenarios in which learners are confronted with materials in different languages;
- think of scenarios in which your classroom becomes a multilingual multicultural learning space, by putting your students in (simulated) real-life multilingual environments, e.g. an international work floor, a tourist office or city administration, a translation or copywriting agency, and so on.





## What would you do?

Below are a few examples of basic scenarios that need further development (for instance: providing either the situation or the final goal when missing, clarifying what type of product the culminating task of the scenario is envisaging, including appropriate constraints, etc.). Now that you are aware of the Tips & Tricks given, how would you develop those scenarios into a full-fledged plurilingual action-oriented scenario which include tasks and classroom activities? How would you use those scenarios in your plurilingual teaching? What tasks would you ask your students to perform, and in what order? How would you make sure they have the necessary knowledge, and show the attitudes needed, before making them train their skills? How would you include reception, production, and mediation? How would you make sure to build on students' plurilingual repertoires? How would you have them work together co-creating meaning? How would you organize assessment and feedback?

- Your students are employees of an international company that is opening a new office abroad.
- A museum wants to develop leaflets and audio guides for tourists.
- A scientific journal is asking for multilingual scientific content.
- Your university wants your students to organize a welcoming event for international students.
- Your students are asked to organize a summer course in comparative linguistics, or comparative literature for international students.
- Your students have been asked to organize a scientific conference for lay audiences.
- Your research group has recruited international doctoral students that do not speak the local language, and do not speak English well.
- Your students are doing an internship in a multilingual setting, in which there is no common language.
- A skills lab must be organized in which language learners of different languages can practice their language skills.
- Your students are teachers of a CLIL course.

What other scenarios can you think of that would be useful for your teaching?

- ...
- ...
- ...





## SECTION 2

The APATCHE plurilingual activities with pedagogical scenarios for 6-hour practical course

### CONTENTS:

#### 1. **TEMPLATE** for the *APATCHE* plurilingual didactic materials

- Language course / Subject course (choose one or both)
- The title of the language class or subject course taught and the author of the didactic material
- Linguistically diversified class / Class with little linguistic diversity (Choose)
- Plurilingual pedagogical scenario and title/s of the activity/activities linked to the title of the language class or subject course taught
- Plurilingual strategies used
- Planned/Expected 'How? module' learning outcomes according to the descriptive scale
- A specimen of activity (worksheets, videos, recordings, timing etc.)
- Evaluation: Individual assessment: questionnaire or Interactive discussion
- Notes for language or subject teacher
- Bibliography







## 1. Didactic materials type 1 (DM1)

Examples of plurilingual pedagogical scenarios to help enforce some of the issues of What? and Why? modules in practice

Thematic issues raised in the plurilingual pedagogical scenarios referring to and activating the knowledge of What? and Why? Modules

### Pedagogical scenario 1 – Appendix 1\_DM1

**Thematic scope of pedagogical scenario 1:** Identifying linguistic repertoire of the student group taught  
**AUTHOR:** Daiva Pundziuvienė, Vytautas Magnus University, Lithuania

### Pedagogical scenario 2 – Appendix 2\_DM1

**Thematic scope of pedagogical scenario 2:** The nature of plurilingualism. Exposure to unfamiliar languages as a language teaching tool.

**AUTHORS:** Anna Murkowska, Joanna Fituła, Jacek Romaniuk, the University of Warsaw, Poland

### Pedagogical scenario 3 - Appendix 3\_DM1

**Thematic scope of pedagogical scenario 3:** Awareness raising of the role of a plurilingual teacher in linguistically diversified and not very diverse university classrooms as well as of the values naturally fostered with plurilingual approach

**AUTHORS:** Dorota Campfield, Anna Murkowska, Joanna Fituła, Jacek Romaniuk, the University of Warsaw, Poland

### Pedagogical scenario 4 - Appendix 4\_DM1

**Thematic scope of pedagogical scenario 4:** Awareness raising of the inevitable and important nowadays shift in the paradigm for language teaching and learning

**AUTHORS:** Dorota Campfield, Anna Murkowska, Joanna Fituła, Jacek Romaniuk, the University of Warsaw, Poland







## 2. Didactic materials type 2 (DM2)

Examples of plurilingual pedagogical scenarios with plurilingual activities constructed by language and subject teachers

**Didactic materials type 2** equip course participants with examples of plurilingual didactic materials which can be used/adapted in their language or subject courses

**Plurilingual pedagogical scenarios prepared by APATCHE university partners:**

| University of Algarve, Portugal                   |  |
|---|--|
| a)  | <b>language course – Appendix 1_DM2</b><br>TITLE: Plurilingual and Pluricultural Approaches to Campus Academic Life<br>AUTHORS: Manuel Célio Conceição, Pedro Quintino de Sousa and Neuza Costa                          |
| b)  | <b>language course – Appendix 2_DM2</b><br>TITLE: Bioethics Across Languages and Cultures<br>AUTHORS: Manuel Célio Conceição, Pedro Quintino de Sousa and Neuza Costa  |
| University of Antwerp, Belgium                    |  |
| a)  | <b>language course – Appendix 3_DM2</b><br>TITLE: Style-shifting in English: Developing formal and informal linguistic repertoires to facilitate communication accommodation<br>AUTHOR: Jim Ureel, University of Antwerp |
| b)  | <b>subject course – Appendix 4_DM2</b><br>TITLE: Modernism – key aspects and contextual diversity<br>AUTHOR: Kris Peeters, University of Antwerp   |
| Catholic University of Sacred Heart, Milan, Italy |  |
| a)  | <b>language course – Appendix 5_DM2</b><br>TITLE: Developing Grammatical and Lexical Skills in French in a Multilingual Class<br>AUTHORS: Silvia Calvi, Klara Dankova, Maria Vittoria Lo Presti                          |
| b)  | <b>subject course – Appendix 6_DM2</b><br>TITLE: Italian for finance<br>AUTHOR: Maria Vittoria Lo Presti   |





| The University of Warsaw, Poland              |   |
|---|---|
| a)  | <b>language course – Appendix 7_DM2</b><br>TITLE: The Little Prince<br>AUTHORS: Radosław Kucharczyk, Marta Wojakowska                       |
| b)  | <b>subject course – Appendix 8_DM2</b><br>TITLE: Cosmetics<br>AUTHORS: Radosław Kucharczyk, Marta Wojakowska                                |
| Vytautas Magnus University, Kaunas, Lithuania |   |
| a)  | <b>language course – Appendix 9_DM2</b><br>TITLE: Comparison of Folk Wisdom (Proverbs) in Different Cultures<br>AUTHOR: Nemira Mačianskienė |
| b)  | <b>subject course – Appendix 10_DM2</b><br>TITLE: Kalbų mokymo metodologijos. Įvairios klasės kalbos<br>AUTHOR: Vaida Misevičiūtė           |

### 3. Didactic materials type 3 (DM3)

Plurilingual pedagogical scenarios to be created by APATCHE course participants (at the end of the course; with minimum one activity): language and subject teachers, which will cover linguistically diverse or less diverse contexts

#### TO-BE-CREATED DIDACTIC MATERIALS

Course participants' materials. At the end of the course, each participant is asked to write their scenarios in their teaching contexts, exactly following the template provided in the HOW Module.

All materials prepared by course participants shall be uploaded to the platform.

