

THE CEFR COMPANION VOLUME:
A KEY RESOURCE FOR INCLUSIVE PLURILINGUAL EDUCATION
CEFR ONLINE WORKSHOP SERIES 2022 #1

Title

**Key concepts in the CEFR Companion volume:
What might these mean for teaching?**

Date & Time

3 February 2022, 16.00 CET

Presenter

Brian NORTH

Handout

Examples of classroom tasks

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The presentations and materials from all the 2021 Webinars are available at www.coe.int/lang-cefr under the **Newsroom** tab. The video recordings will also soon be available.

Example 1 – Idioms

(Activity 4, Webinar 4/21–June, Enrica Piccardo)



Inspired by one of the tasks created by Angelica Galante and made available on her website: <https://www.breakingtheinvisiblewall.com/>

See also:

Galante, A. (2018). Plurilingual or monolingual? A mixed methods study investigating plurilingual instruction in an EAP program at a Canadian university (Doctoral dissertation, University of Toronto, Canada). Retrieved from <http://hdl.handle.net/1807/91806>

Galante, A. (2019). "The moment I realized I am plurilingual": Plurilingual tasks for creative representations in EAP at a Canadian university. *Applied Linguistics Review*. Advance online publication. doi: [10.1515/applirev-2018-0116](https://doi.org/10.1515/applirev-2018-0116)

The class is divided into groups. If it is a multilingual/multicultural class, each group should have a variety of languages. If most students have the same mother tongue and this is the language of schooling, then those with a different mother tongue should be distributed evenly around the groups.

- One student from each group is nominated rapporteur and given the task to observe (plurilingual) strategies used during the activity.
- Groups try and understand each idiom in turn. They are encouraged to use any language they feel comfortable with in this phase and to compare/contrast with other languages represented in the group. Does the idiom translate literally into the other language(s)? If not, is there a variant? If not, is there an idiom with the same message?
- Once they have understood the meaning of the idiom and reflected on similarities and differences with idioms in their other language(s), they are invited to write down the corresponding idiom and to be ready to present and explain it to the class.

- With the help of the rapporteurs, students discuss the value of the activity and its linguistic and cultural implications.

In her task, Galante suggests inviting the students to further use in the class both the idioms in English and in their mother tongue in a scenario (for examples a scenario which deals with managing conflicts and resolving disagreement on a certain topic among students) while the audience should recognize the idioms used. In this case descriptors of mediation (e.g. the scale: *Facilitating communication in delicate situations and disagreements*) would also be very relevant.

Other possible expansions could include having students insert idioms (both in English and in their mother tongue) in a written text (email, post or message) to explain some concepts, and discuss what exactly they mean by the idiom concerned.

In general, idiomatic language is very figurative, and this characteristic can be exploited at various levels: understanding of the literal meaning, to be followed by the understanding of the symbolic meaning. The use of other languages and cultures can be very beneficial as students would reflect on similarities and differences and also on the reasons why cultures choose different types of figurative language to express concepts.

Relevant descriptors from the CEFR Companion Volume (activities are in black; strategies in blue)

Building on pluricultural repertoire	B1	Can explain features of their own culture to members of another culture or explain features of the other culture to members of their own culture.
Building on pluricultural repertoire	B1	Can discuss in simple terms the way in which things that may look “strange” to them in another sociocultural context may well be “normal” for the other people concerned.
Plurilingual comprehension	B1	Can recognise similarities and contrasts between the way concepts are expressed in different languages, in order to distinguish between identical uses of the same word/sign and “false friends”.
Plurilingual comprehension	B1	Can use their knowledge of contrasting [<i>grammatical structures and functional expressions</i>] of languages in their plurilingual repertoire in order to support comprehension.
Facilitating pluricultural space	B2	Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.
Plurilingual comprehension	B2	Can use their knowledge of contrasting [<i>genre conventions and textual patterns</i>] in languages in their plurilingual repertoire in order to support comprehension.
Building on pluricultural repertoire	B2	Can interpret and explain [<i>a document or event</i>] from another culture and relate it to [<i>documents or events</i>] from their own culture(s) and/or from cultures with which they are familiar.
Amplifying a text (strategy)	B1	Can make an aspect of an everyday topic clearer by providing simple examples.
Linking to previous knowledge	B1	Can show how new information is related to what people are familiar with by asking simple questions.
Adapting language	B1	Can paraphrase short passages in a simple fashion, using the original order of the text.
Linking to previous knowledge	B2	Can explain a new concept or procedure by comparing and contrasting it to one that people are already familiar with.

Example 2 – Mediating a text: Processing a text in writing

(Activity 2, Webinar 1/21-February, Brian North)

The context of this activity is leisure and tourism. The aim is to support written production by using mediation. After a preparation phase in which students work on different documents (texts on tourism, leisure, website of museums etc., perhaps suggested by the teacher) and thus develop specific vocabulary, they are asked to do the following collaborative task in small groups.

Some English tourists are organizing a journey to your city (here: Cordoba). They want to visit some sights and museums and ask for advice. As you speak English, the travel agency asks you to prepare a text (e-mail) in which you suggest three of your favourite museums and sights (the pictures are just given as examples). The tourists are of different age ranges so you may provide two or three options. The agency provides several constraints that these tourists have (time, budget, the location of their hotel in relation to the hotels, etc.) that you need to take into consideration.

Students need to research about prices, opening hours, location etc. but also to read the description of the museums and other places concerned, so as to be able to tell people about them. They need to select relevant information, provide clear indications (how to arrive, whether one can take pics etc....), and summarize a presentation of the museums starting from information in L1, English, French and/or other languages on the web or from brochures.

Mesquita



Muséo arqueológico



Alcázar de los Reyes Cristianos



Extension:

This activity could be part of a larger project in which learners 'advertise' the city or town in which they live to potential visitors. They could include sights, types of typical food, historical information, traditions and much more. They can write an article for the school website, make an e-brochure, a video or an interactive infographic and perhaps even create a blog.¹

Variant LONDON (outgoing tour)

The scenario can be envisaged for different groups of (here Spanish tourists) going to London. A hypothetical correspondent can be added. This time, students would research websites in English and write in their L1.

1. This suggestion was made by a workshop participant.

Tate Gallery London



National Gallery London



Museum of London



Relevant descriptors from the CEFR Companion Volume (activities are in black; strategies in blue)

Streamlining a text (Strategy)	B1	Can identify and mark (e.g. underline, highlight) the essential information in a straightforward, informational text, in order to pass this information on to someone else.
Relaying specific information in writing	A2+	Can relay in writing (in Language B) specific information contained in short simple informational texts (written in Language A), provided the texts concern concrete, familiar subjects and are written in simple everyday language.
Relaying specific information in writing	B1	Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects.
Processing text in writing	B1	Can summarise in writing (in Language B) the main points made in straightforward, informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech.
Processing text in writing	B1	Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.
Processing text in writing	A2+	Can list as a series of bullet points (in Language B) the relevant information contained in short simple texts (in Language A), provided the texts concern concrete, familiar subjects and are written in simple everyday language.
Amplifying a text (Strategy)	B1	Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way.

Source: Enrica Piccardo & Brian North

Example 3 – French Studies Community Information Night

(Activity 1, Webinar 3/21- May, Danielle Hunter)

Every year, schools across the District host French Studies information nights for families to learn more about the French program and how to register their child. This year, our principal has asked our class to co-plan and co-present the event, keeping in mind that our community is very linguistically and culturally diverse, with many different languages spoken at home. Usually, there are 50 families who attend the one-hour event in the school library.

As a class, we will work together to:

- Plan the presentation
- Research the advantages of learning French as a Second Language, including the advantages of learning French as an English Language Learner (e.g., newcomer)
- Create multilingual digital posters and communications to promote the event (based on the languages spoken in our school community)
- Deliver the presentation (bilingual in English and French)
- Recruit students to act as an intermediary for parents the day of the presentation

Relevant descriptors from the CEFR Companion Volume

Reading for information and argument (Reception)	B1	Can understand straightforward, factual texts on subjects relating to their interests or studies.
Addressing Audiences (Production)	B1	Can give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.
Translating a written text in speech or sign (Mediating a Text)	B1	Can provide oral translation (into Language B) of texts (written in Language A) containing information and arguments on subjects within their fields of professional, academic and personal interest, provided they are written in uncomplicated, standard language.
Facilitating collaborative interaction with peers (Mediating Concepts)	B1	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.
Acting as an intermediary in informal situations (Mediating Communication)	B2	Can communicate (in Language B) the sense of what is said in a welcome address, anecdote or presentation in their field (given in Language A), interpreting cultural cues appropriately and giving additional explanations when necessary, provided the presenter stops frequently in order to allow time for them to do so.

Source: Piccardo, E., Hunter, D. (2021, March 9). *Bringing the new CEFR Companion Volume to Life in the Classroom* [Google Slides]. CASLT.

Example 4 – Comprehension and mediating via producing digital output

(Activity 2, Webinar 2/21- March, Bernd Rüschoff)

In this activity, used in a German secondary school context with appr. 15/16 year old students, learners read and discussed an extract from the play *Breath of Life* by David Hare. The focus reading and classroom reflection was on stereotypical views, and this issue was further developed in class. Groups of learners were then invited to create a short photo soap that addressed the issue of stereotype, following up on the slightly humorous sarcastic tone in the extract. The photo soaps were created using Comic Life, a very versatile tool that, though easy to use, allows for creating photo soaps and comics with a professional touch.

„Mediating“ Responses to Literature

UNIVERSITÄT
DUISBURG
ESSEN
Open-Minded

Madeleine: That's how they are. Because they are richer than everyone else, so they have to insist their dramas are more significant.
(Madeleine shakes her head)
And my God, all that behaviour in restaurants ...

Frances: What behaviour?

Madeleine: Even here, on the island, you hear them in restaurants ...

Frances: Who?

Madeleine: Americans.

Frances: Oh.

Madeleine: 'Does this chicken have skin on it?' What's that all about?

Frances: You tell me.

Madeleine: This incredible fear. This terror. What's the waiter meant to say?

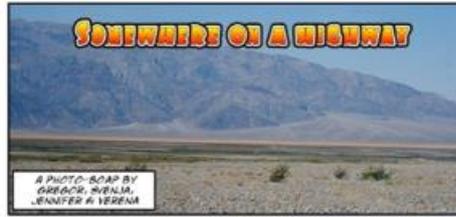
Frances: I don't know.

Madeleine: 'No, this chicken never had a skin. This chicken shivered skinless in its coop at night, just pure flesh and feather, terrified it might one day give an American a calorie.'

(Hare 2002: 10) >>> EXAMPLE of PRODUCT

Bernd Rueschoff

„Mediating“ Responses to Literature



UNIVERSITÄT
DUISBURG
ESSEN
7-Minded



Bernd Rueschoff

Example 5 – Animated Films and TV Series Across Languages

(Activity 1, Webinar 5/21–September, Angelica Galante)

Language: English

Level: B1

Context: English Program in an NGO in Brazil with refugee/immigrant teachers

Students: Adult English learners

Mode of delivery: Asynchronous via VoiceThread

Main goal: develop plurilingual and pluricultural competence, oral production and effective online interaction

Watch the video of the task online:

https://www.youtube.com/watch?v=naZiHG8G_o&list=PLRZo5YABmOi6pxzLUrJftPsRDyEH009IO&index=1

If you prefer, you can refer to the slides below.



PluriDigit
Oral, and plurilingual and
pluricultural competence
English B1 – Activity 1



STEP 1: The Seventh Art

Watch the Oscar-winning animated short film *Bao*, then answer these questions:

- Who are the main characters of the story?
- In Mandarin Chinese, the word *bao* means both “steamed bun” or “treasure.” How is this double meaning portrayed in the film?
- Do you know words in other languages that have two or more different meanings?



vimeo

Record a short 1 to 2 minute audio response

Link to animated short movie: <https://vimeo.com/346991182>

STEP 2: Animated Films/TV Series

Think and choose one of your favourite animated films or TV series, in ANY LANGUAGE, and answer the following:

- What is the name of the film/TV series?
- What is the story about?
- Why is it one of your favourites?
- Who is your favourite character in it?
- Why do you think your peers should watch it too?
- Where can your peers watch it?

Record a short 1 to 2 minute video speech



Images from Pixabay.com

STEP 3: Your favourites!

In the next 2 weeks, go back to the previous slides and engage with your classmates' posts. Tell them what you think and **ask** about their favourite animated film/series and reply with a comment or question. If you receive a comment or question, **reply back!**



Image from Pixabay.com

You can reply to your peers by leaving an audio or video comment to their posts.

Activity 1 - Objectives

Congratulations! 🙌🙌🙌

In this activity, you have practiced:

- **Oral production (B2):** Can give clear and detailed descriptions about a subject, supporting ideas with relevant examples
- **Online interaction (B2+):** Can engage in online exchanges, linking their contributions to previous ones in the thread, understanding cultural implications and reacting appropriately
- **Plurilingual comprehension (B2):** Can recognize similarities and contrasts between the way concepts are expressed in different languages
- **Building on pluricultural repertoire (B2):** Can interpret and explain a ideas from media like films from another culture and relate it to ideas from their own culture(s) and/or from cultures they are familiar with

This activity was taken from the *PluriDigit* project:

<https://www.mcgill.ca/plurilinguallab/research-projects/pluridigit>

Principal Investigator: Angelica Galante (McGill University)

Co-Principal Investigator: Enrica Piccardo (University of Toronto)

Collaborators: Faith Marcel (Niagara College), Debora de Oliveira e José André Teodoro-Torres (Abraço Cultural)

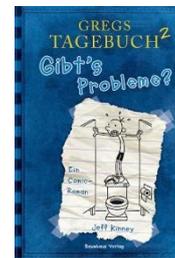
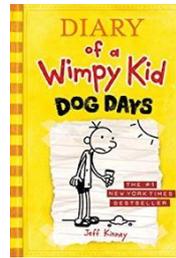
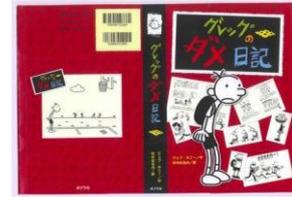
Example 6 – Multilingual picture books

(Activity 1, Webinar 7/21–November, Joanna Duarte, from the [3M project](#))

Category	Choices
Title	Multilingual picture books
Goals	More insight into written language agreements, practice of translation strategies, threshold reduction for Frisian and English reading and writing, increase team skills
Group(s)	Early primary school (pupils aged 6 to 7)
Subject	Dutch, English, Frisian and possibly other languages in which the book is available Language classes in general
Duration	45 minutes
Link to curriculum	Language appreciation Knowledge about multilingualism in general
Languages	Choose a main language (e.g. English) and include all languages of the pupils if possible
Link to FREPA	Awareness of own languages and the languages in the environment Knowledge about language differences (vocabulary and sentence structure)
Skills	Reading
CEFR level	A2 (for the main language used)
CEFR descriptors	<p>For the main language used in this activity:</p> <p>Reception: Overall oral comprehension: A1 Can follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning.</p> <p>Reception: Understanding media: A2 Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.</p> <p>Reception: Overall reading comprehension: A2 Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p> <p>Reception: Reading as a leisure activity: A2 Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like.</p> <p>Mediating Communication: Facilitating pluricultural space: A1 Can facilitate an intercultural exchange by showing a welcoming attitude and interest with simple words/signs and non-verbal signals, by inviting others to contribute, and by indicating whether they understand when addressed directly.</p> <p>Production: Creative writing: A1 Can produce simple phrases and sentences about themselves and imaginary people, where they live and what they do.</p> <p>Production: Sustained monologue: describing experience: A2 Can describe people, places and possessions in simple terms.</p> <p>Pragmatic competence: Thematic development: A2+</p>

	<p>Can tell a story or describe something in a simple list of points.</p> <p>Plurilingual and pluricultural competence: Building on plurilingual repertoire: A2</p> <p>Can use a simple word/sign from another language in their plurilingual repertoire to make themselves understood in a routine everyday situation, when they cannot think of an adequate expression in the language being.</p>
<p>Description</p>	<p>Step 1</p> <p>With the whole group choose one (print)book that is available in multiple languages (e.g. the Gruffalo). Present the book first in the main target language (you may use a video: https://www.youtube.com/watch?v=X_EM-iZNguo). You can bring versions of the same book in other languages (or show them online). Look at the same words in the different languages (e.g. jaws, claws, teeth, knees). Ask children to pronounce the words in their home languages or look for the words together on a digital dictionary (with an option to read words using the Latin alphabet as well).</p> <p>Then ask the children whether they would like to make their own multilingual book, using all the language in the class.</p> <p>Step 2</p> <p>Determine the principle of multilingualism to be used. How will you design the book multilingual? What are relevant languages in your setting and for your pupils? E.g. one page for each language. But it is also possible: every character gets its own language. E.g. owl speaks Frisian, horse is English, etc. Choose a main target language (e.g.) for the narrator, for example.</p> <p>Step 3</p> <p>How are you going to do the translation in groups of 3? With the help of the teacher, students translate parts of the book into the languages they have chosen to include in their own multilingual version of the book (e.g. for the Gruffalo, every animal speaks a different language).</p> <p>Every group gets to work with his sections.</p> <p>Step 4</p> <p>Design your own book, cut the pictures, choose the size. The result is your own multilingual book, that can be read out loud by the whole class.</p> <p>Extra options:</p> <ul style="list-style-type: none"> - Turn on activity on eTwinning
<p>Materials</p>	<p>https://www.youtube.com/watch?v=X_EM-iZNguo</p> <p>In Portuguese (https://www.youtube.com/watch?v=MGlyA7FHx0c)</p>

Examples of (print)books in multiple languages



Example 7 – Mediating a text: Processing a text in speech; Mediating concepts: Collaborating to construct meaning

(Activity 5, Webinar 1/21–February, Brian North)

This theme of this activity is the environment or the notion of sustainability. It can be done in two languages or within the same language. Students can be divided into pairs, with student A watching video A and student B watching video B. The same could be done with two written texts on the same issue. Each student reports to the other and this is followed by discussion in a larger group.

Phase 1: Mediating for oneself, constructing meaning – and notetaking.

Phase 2: Mediating a text for others (the content of the interview/talk, the problems that are dealt with). This phase could have an info graphic on pros/cons as a product, using an app like piktochat or canva².

Phase 3: Mediating concepts in collaborative discussion. Pairs join up to form groups of four in order to (a) decide what line to take and (b) plan the final product (see Phase 4)

Phase 4: Production task: This could be (a) a proposal for raising awareness at the school level, or (b) a joint letter of protest about a particular issue to the appropriate authorities, exploiting the information and arguments. Alternately, it could be (c) a whole class debate and/or (d) an individual written reflection on the problem of a more personal nature (homework).

Relevant descriptors from the CEFR Companion Volume

Phase 1

Notetaking	B2	Can take accurate notes (<i>in meetings and seminars</i>) on most matters likely to arise within his/her field of interest.
	B1+	Can take notes (<i>during a lecture</i>) which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the (<i>lecture</i>) is clear and well structured.

Phase 2

Processing text in speech	B2	Can summarise (in Language B) extracts from news items, interviews or documentaries containing opinions, argument and discussion sources (in Language A).
	B1	Can summarise (in Language B) the main points made in long texts (delivered orally in Language A) on topics in his/her fields of interest, provided standard language is used and that he/she can listen several times. Can summarise (in Language B) the main points or events in TV programmes and video clips (in Language A), provided he/she can view them several times.

2. Suggested by a workshop participant

Phase 3

Collaborating to construct meaning	B2	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. Can further develop other people's ideas and opinions. Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.
	B1	Can ask a group member to give the reason(s) for their views. Can repeat part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.
Encouraging conceptual talk	B2	Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions. Can ask people to explain how an idea fits with the main topic under discussion. Can build on people's ideas and link them into coherent lines of thinking.
	B1	Can ask why someone thinks something, or how they think something would work.

The issue



15-minute video on the findings of the latest Climate Change conference (IPCC)
https://www.youtube.com/watch?time_continue=40&v=onLlqIG3rvU

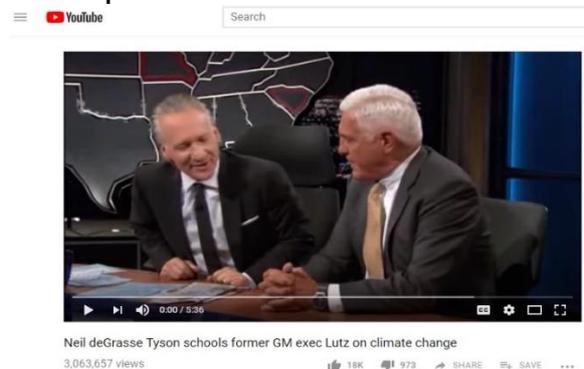


11-minute TED talk by Greta Thunberg
<https://www.youtube.com/watch?v=H2QxFM9y0tY>

Optional

Add two more videos – on sceptics – with each group of four watching a different video.

The sceptics



5-minute video talk show discussion with a climate change denier.
https://www.youtube.com/watch?v=Klgp_qDiRhQ



6-minute video with Jordan Peterson who thinks it's too complicated to solve.
<https://www.youtube.com/watch?v=pBbvehbomrY>

Extension

This format can be used for any controversial topic. The input could also be texts or podcasts. These sources could be in different languages. Other ideas for extension include the following³:

- For homework, students could find videos (or select from a set provided) on the topic that they find interesting and expressing their own views or the contrary.
- There could be a personal internet research element to Phase 1 – probably after watching the video, in order to find more information in order to prepare arguments for each side.
- Perhaps, research on the people giving the original ted talk could be envisaged so as to give deeper understanding to message the speakers want to communicate in their talk
- Students could interview locals on the issue and then summarise what they said in the TL.
- There could be a Phase 5: a role-play where one student as interviewer mediates a debate between a climate activist and a climate denier. Alternatively, there could be two groups with different standpoints and a third group of mediators who help find common ground.
- The broader conclusions reached in the discussions could lead to some intervention in the local context (articles, protests, posters, activities, etc.).
- It may also lead to a discussion about eco-refugees...a step further and a new concept.

The personal reflection task (Phase 4d) could be on *How does climate change manifest in your town, region, country?* They could perhaps be asked to present local climate changes and then compare them globally and think about the effects of them from a wider or global perspective.

3. Suggestions from workshop participants

Example 8 – Online interaction: Challenges and opportunities of online writing tools

(Activity 4, Webinar 6/21, Johann Fischer)

Title:	Challenges and opportunities of online writing tools	
Language:	English	
CEFR Level:	B2+ / C1	
Author:	Julia Zabala Delgado (Universitat Politècnica de València / VITbox Project)	

Introduction to task

Goals of the activity: practice collaborative writing of a proposal online, dealing with instructions to the participants, explanation of motives and justification of requirements. Use of online collaborative tools (google docs, Dropbox, etc) and writing on explicative notes and comments on the work carried out but other team members.

Introducing the activity in the classroom

- ask participants to share which online writing tools they use and if they have ever worked collaboratively online in a second language. If they have, which sort of project did they work on?
- ask participants about the misunderstandings that were generated. Were those misunderstandings a result of the language used? or of the medium used?
- ask participants to provide ideas that could help facilitate the work and prevent misunderstandings, simplifying the syntax for example.

Scenario

The EU Cohesion Policy contributes to eco-tourism by conserving, protecting, promoting and developing natural and cultural heritage. It is taking action to improve the urban environment, to revitalise cities, regenerate and decontaminate brownfield sites, reduce air pollution and promote noise-reduction measures. It supports the industrial transition towards a resource-efficient economy, promoting green growth, eco-innovation and environmental performance management in the public and private sectors.

Proposals for funds can be sent to CohesionPolicy@commission.eu

Write up your draft proposal together, choose a team leader and distribute the work. Remember the goal is to write collaboratively and not individually.

Proposal:

1. Abstract/Summary. Explain your needs and goals in 80 words. Be effective
2. Statement of Need. What is your goal? Why is it important? Be convincing.
3. Project Activity, Methodology and Outcomes. What steps will you undertake? What do you expect to achieve? Be clear.
4. Evaluation. How are the outcomes going to be measured? Be practical
5. Budget. What is your budget? Be concise.

Description of the main activity:

This activity can be carried out in blended learning courses as an online activity or in traditional courses as a classroom activity. In the second case, make sure your students have phones, tablets or computers where to be able to write collaboratively. Conversely, students can do the writing online as a homework activity and the reading of the final text and comments can be carried out as a final activity in the classroom.

1. Put students in groups of three to five and set up an online document (googles docs, dropbox, Microsoft teams, etc) starting with the text below on EU funds.
2. Ask each group to prepare a proposal to ask for funds for the rehabilitation of villages in a rural area. Remind them the goal is to rehabilitate the villages to protect the cultural heritage, attract

population to increase the number of inhabitants and encourage their economy by promoting agriculture, ecotourism, etc.

3.a. For an online activity:

Ask the members of the teams to go online and distribute the work, they should all work together on the text and use notes and comments on the platform to communicate their ideas. Remind participants that the notes and comments are particularly important to give instructions and suggestions to other writers. Ask students to present the final draft and a brief report (150 words) of the experience.

3.b. For a classroom activity:

Day 1 – Introduce the activity in the classroom and send the members of the teams the link to the online document. Ask them to divide the work and discuss the ideas they want to put forward. Ask them to work from home.

Day 2 – Ask the team members to present the document to the whole class and follow the ideas below under the heading “class discussion”.

4. Peer feedback – class discussion

Project the draft proposals for all students to see. Pay special attention to the comments and notes added to the document to comment the work of the different team members.

- How is the language used?
- Was the intention of the writer of the note or comment clear?
- How many responses to the comment or note were needed to clarify the point?
- Did it contribute to the writing of the draft?
- Did misunderstanding arose from communicating via comments and notes?
- Was the writing of the draft facilitated?

Descriptors CEFR level B2+:

Mode of communication / Activity, strategy or competence: Interaction	Scale: Goal-oriented online transactions and collaboration
Descriptors: Can engage in online collaborative or transactional exchanges within their area(s) of expertise that require negotiation of conditions and explanation of complicated details and special requirements. Can deal with misunderstandings and unexpected problems that arise in online collaborative or transactional exchanges by responding politely and appropriately in order to help resolve the issue.	

Descriptors CEFR level C1:

Mode of communication / Activity, strategy or competence: Interaction	Scale: Goal-oriented online transactions and collaboration
Descriptors: Can participate in complex projects requiring collaborative writing and redrafting as well as other forms of online collaboration, following and relaying instructions with precision in order to reach the goal. Can deal effectively with communication problems and cultural issues that arise in an online collaborative or transactional exchange by reformulating, clarifying and providing examples through media (visual, audio, graphic).	