

Workshop format

- Presentation (part 1) 20 mins
- Breakout rooms:
 - Language portraits 10 mins
- Sharing (plenary) 10 mins
- Presentation (part 2) 25 mins
- Breakout rooms:
 - Plurilingual activities 40 mins
- Discussion on the padlets (plenary) 30 mins
- Conclusions 15 mins

Presentation outline

- Plurilingualism vs Multilingualism
- Language biographies and linguistic repertoires

Group work 1 and sharing

- Reflecting on concepts
- Plurilingualism in the classroom

Group work 2

Sharing from group work 2 and discussion on the padlets

- Conclusions and principles

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A picture is worth thousand words....



A street in Toronto

A stroll in Zurich





What's the difference?

Plurilingualism



Multilingualism



Multilingualism

languages side by side

addition of elements

multiplication of
singularities

adding together a series
of elements

Plurilingualism/Pluriculturalism

a **network** with multiple
connection

dynamic interrelationships

a more holistic way:
valuing – and building on –
plurality,
considering embedded difference

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- Conclusions and principles

CEFR 2001: Plurilingual and pluricultural competence is not the superposition or juxtaposition of distinct competences, but rather the existence of a **complex** or even **composite competence** on which the user may draw.

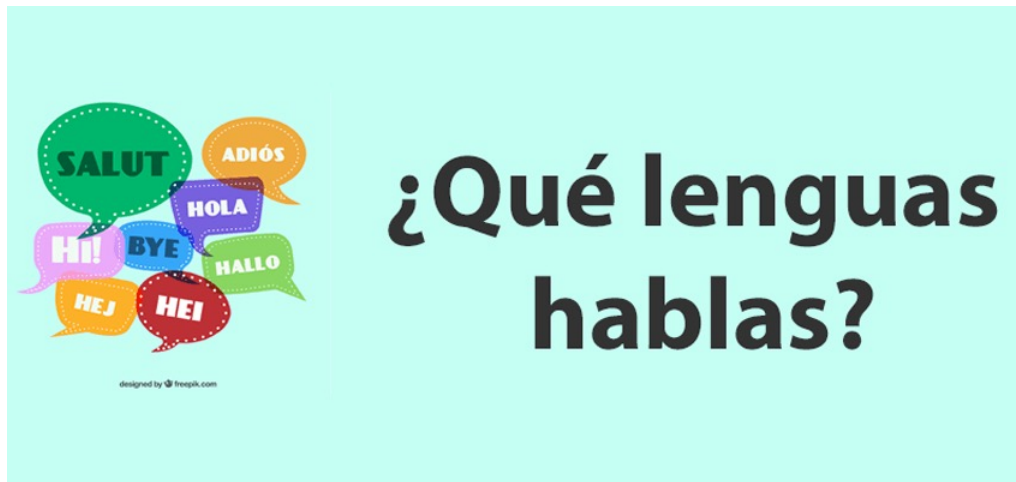
CEFR 2020: Plurilingualism refers to the **dynamic and developing** linguistic **repertoire** of an individual user/learner



Dalla mia biografia linguistica....



Et votre
biographie
langagière?



Group work 1

Language Portraits

Move to your breakout room and discuss your portrait
with your colleagues

You may upload it onto the dedicated padlet (I will put
the link in the chat)

Once back in plenary we will look at the padlet and
debrief on your reactions to this activity

Presentation outline

- Plurilingualism vs Multilingualism
- Language biographies and linguistic repertoires

Group work 1 and sharing

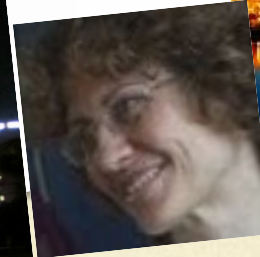
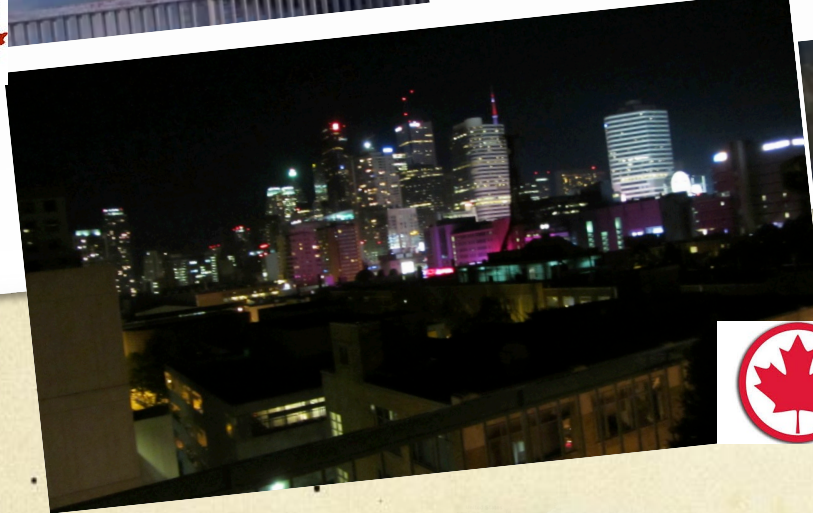
- **Reflecting on concepts**
- Plurilingualism in the classroom

Group work 2

Sharing from group work 2 and discussion on the padlets

- Conclusions and principles

Not just portraits, collages, scrapbooks etc.



*Caminante, no hay camino,
se hace camino al andar*
Antonio Machado



*Wer fremde Sprachen nicht kennt,
weiß nichts von seiner eigenen*
Johann Wolfgang Goethe

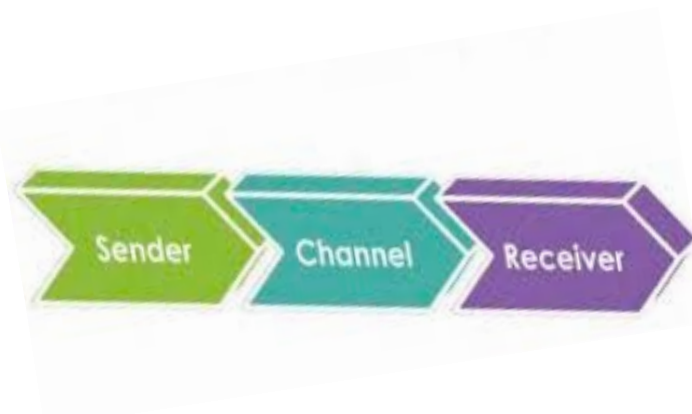
life trajectories and language biographies

A language biography unfolds naturally as one progresses through life, it grows and is shaped by the different events, contacts, experiences that characterize our existence as human being.

But can we make sense of this process? Are we even aware that we have a language biography? This is not automatic...

Some **conceptual framing** can make the invisible visible. Concepts can help us make sense of what we experience and what is happening in the world around us.

From a linear vision...



- Traditionally, communication and language learning have been seen as
- **linear:**
 - from one person to the other (one direction at the time)
 - learn (language + culture) in the class in order to apply out of the class
- **monolingual:**
 - learn to communicate a message in one language at the time, keep languages separate



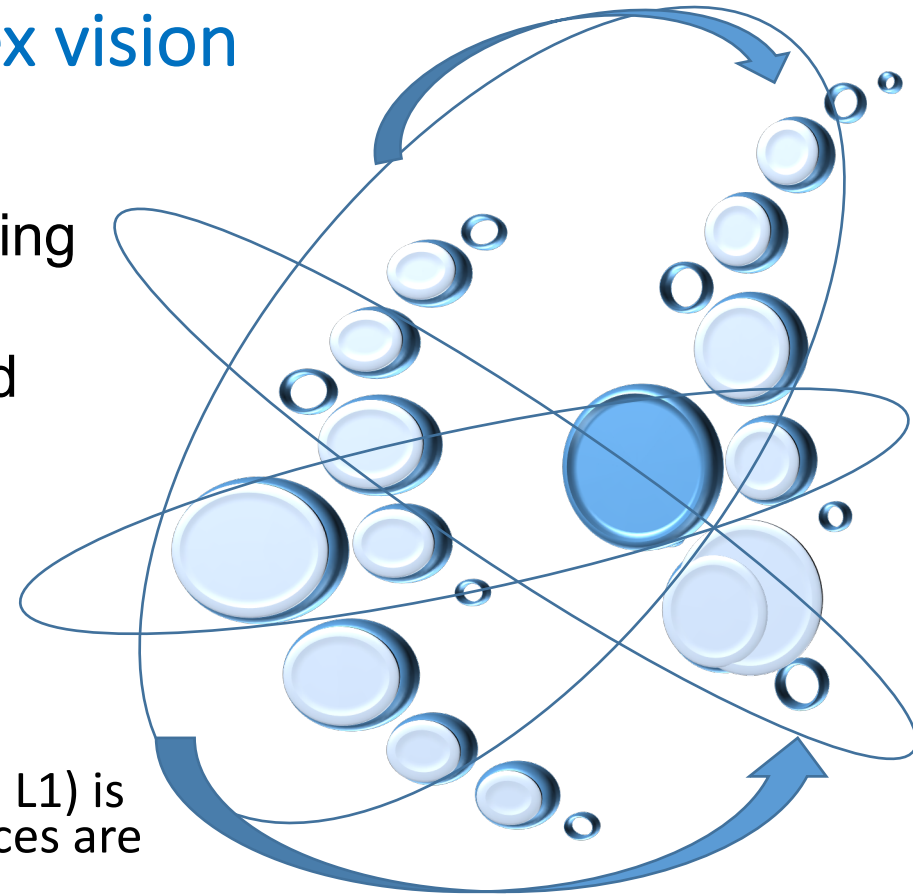
... to a complex vision

Communication and language learning
are **complex and plurilingual**:

- learn to (co)construct content and communication
- linguistic and cultural repertoires
- class as real social context

Also:

- Competence in a language (included L1) is always partial and partial competences are **less partial** than they may seem
- Having learnt a language means having **some awareness** in several other languages



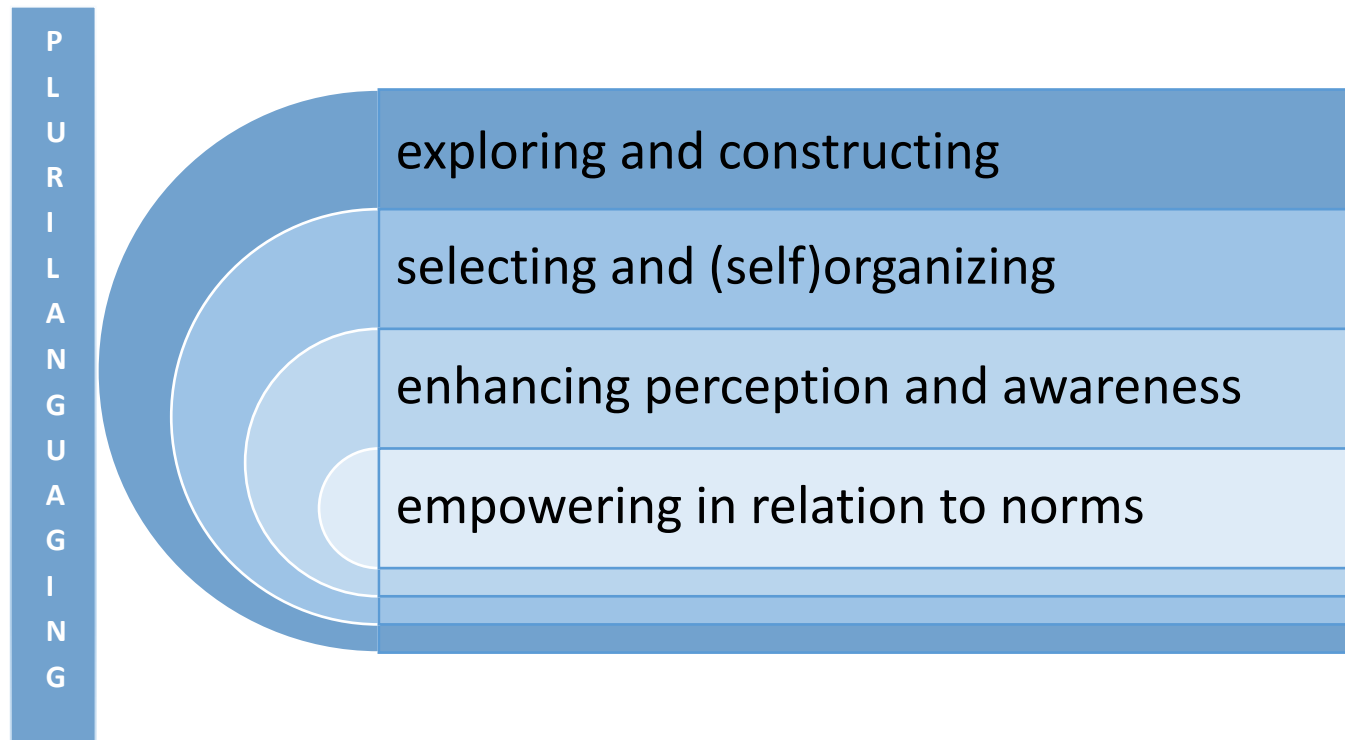
This complex vision requires mediation

Embracing a
mediational perspective
allows us to move
**from *language* as an
entity to language as
a process (*linguaging*)**

Plurilingualism refers to
the **dynamic, creative
process of
'linguaging' across
the boundaries
of language varieties**

New 'pluri' scales: support *plurilinguaging*:

“a dynamic, never-ending process to make meaning using different linguistic and semiotic resources” (Piccardo, 2018: 216)



The CEFR 2001 valued uneven dynamic profiles

**The CEFR 2020 broadens the idea of profile within and
across languages in plurilingual profiles**

“The development of
individual proficiency as a
gain of space over time: a
gain in relevant terrain”
(Council of Europe 2020: 39)

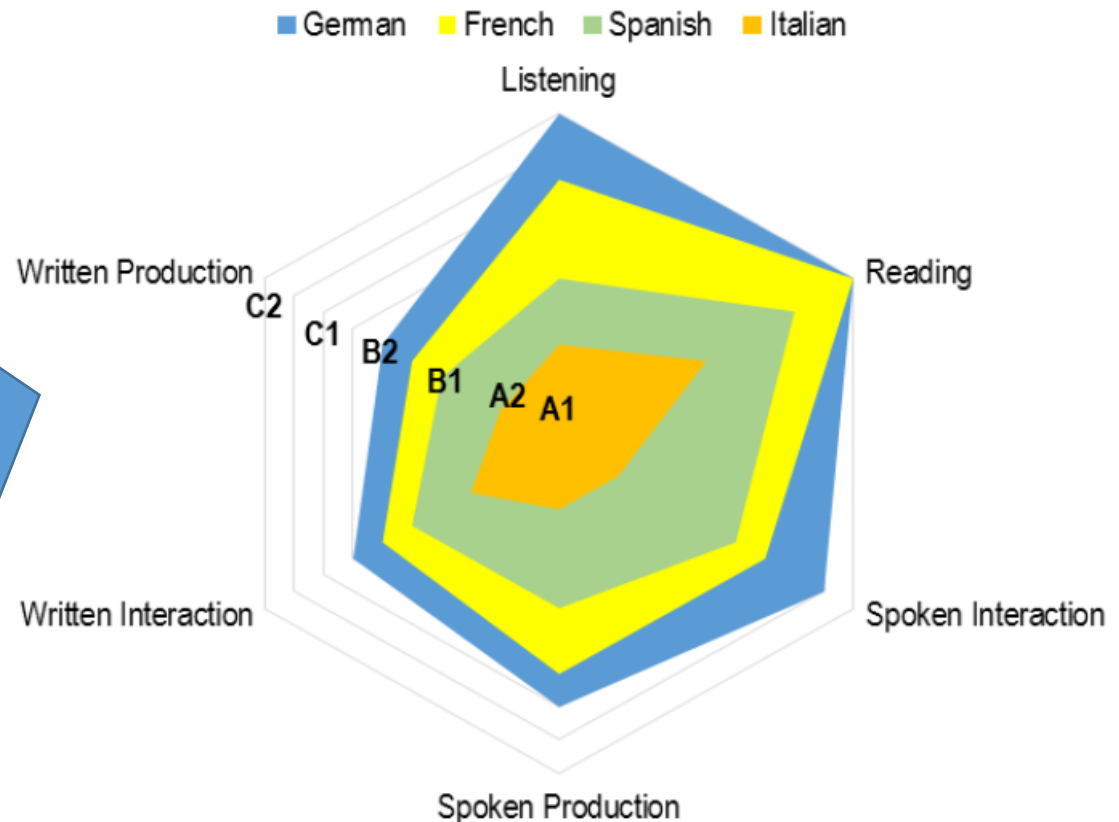
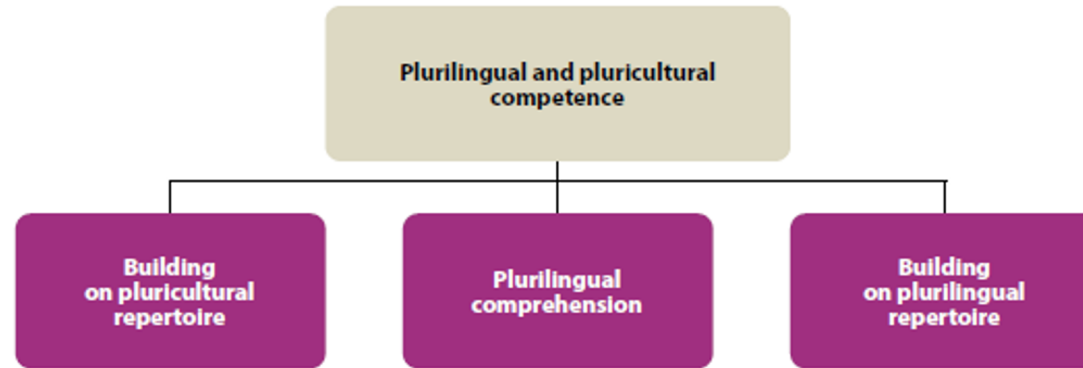


Figure 15 – Plurilingual and pluricultural competence



BUILDING ON PLURICULTURAL REPERTOIRE (A2)

Can recognise that his/her behaviour in an everyday transaction may convey a message different to the one he/she intends, and can try to explain this simply.

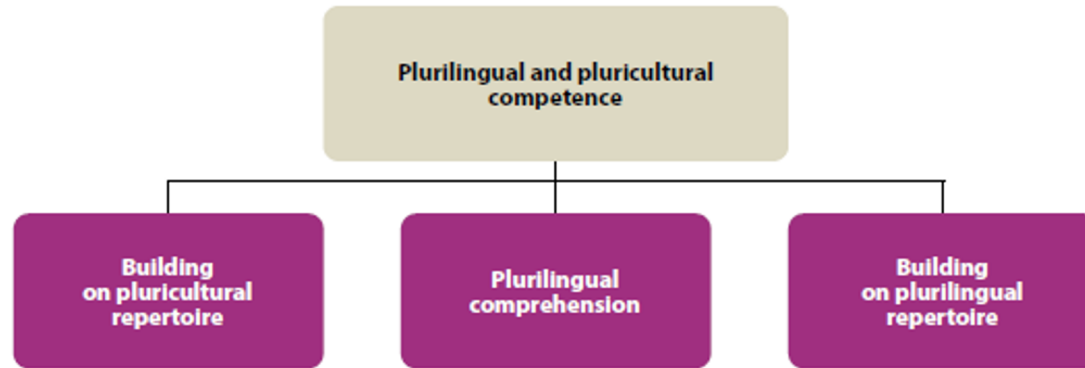
BUILDING ON PLURILINGUAL REPERTOIRE (A2)

Can mobilise his/her limited repertoire in different languages in order to explain a problem or to ask for help or clarification.

PLURILINGUAL COMPREHENSION (A2)

Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in different languages.

Figure 15 – Plurilingual and pluricultural competence



Descriptors for plurilingual and pluricultural competence linked to CEFR levels mainly aim to encourage teachers to include the acquisition of plurilingual and pluricultural competence in their planning, and to do so according to the proficiency level of their learners

Comments from the piloting phase

*“Above all the activity served to **make students and myself aware of the skills and strategies they were using**. For students this represented **a confidence boost** and reinforced the benefits of being plurilingual. They all felt that it represented the kind of situation which they might encounter, in which they would need to use similar strategies and communication skills, and it reinforced the idea that different members of the group could contribute in different ways depending upon their linguistic background.”*

*“The activities contributed in raising the learners and the teachers **awareness regarding the importance of plurilingualism** in the learning environment as well as the positive effects of allowing students to translanguage in the classroom.”*

*“It greatly stimulates to focus practically on the **applied aspects of pluricultural and plurilingual university education** ... reveals great methodological gaps in our understanding of what pluricultural and plurilingual education through co-learnt languages is...”*

Summary of reported benefits and challenges of plurilingual interventions

Benefits

- Plurilingual (and intercultural) competence and language awareness
- Change of language beliefs or perceptions
- Affirmation of student identity and increased agency and motivation
- Impact on language acquisition

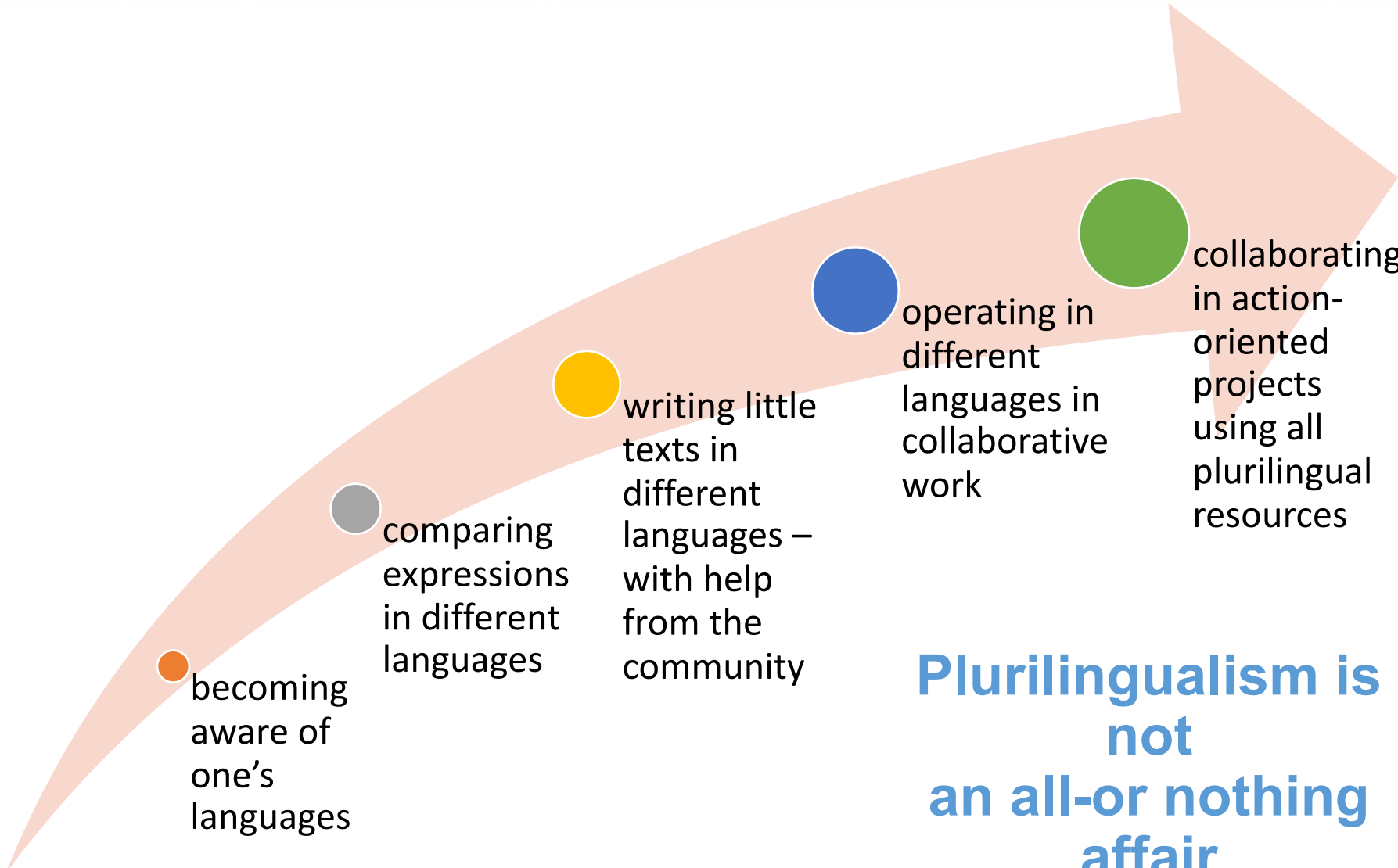
Challenges

- Pedagogical challenges (e.g., clarity of instruction, lack of support)
- Institutional discourses and ideology (e.g., official policies, monolingual ideology)



Embedding
plurilingualism in
the everyday
class.....

...is not mission
impossible



becoming
aware of
one's
languages

comparing
expressions
in different
languages

writing little
texts in
different
languages –
with help
from the
community

operating in
different
languages in
collaborative
work

collaborating
in action-
oriented
projects
using all
plurilingual
resources

**Plurilingualism is
not
an all-or nothing
affair**

Some examples – in the handout

1. Language portraits and Language maps
2. Words and concepts: Greetings
3. Plurilingual comprehension
4. Comparing idioms
5. Identity texts
6. Books translated into multiple languages
7. Action-oriented plurilingual scenarios
8. My Plurilingual Journey

Group work 2

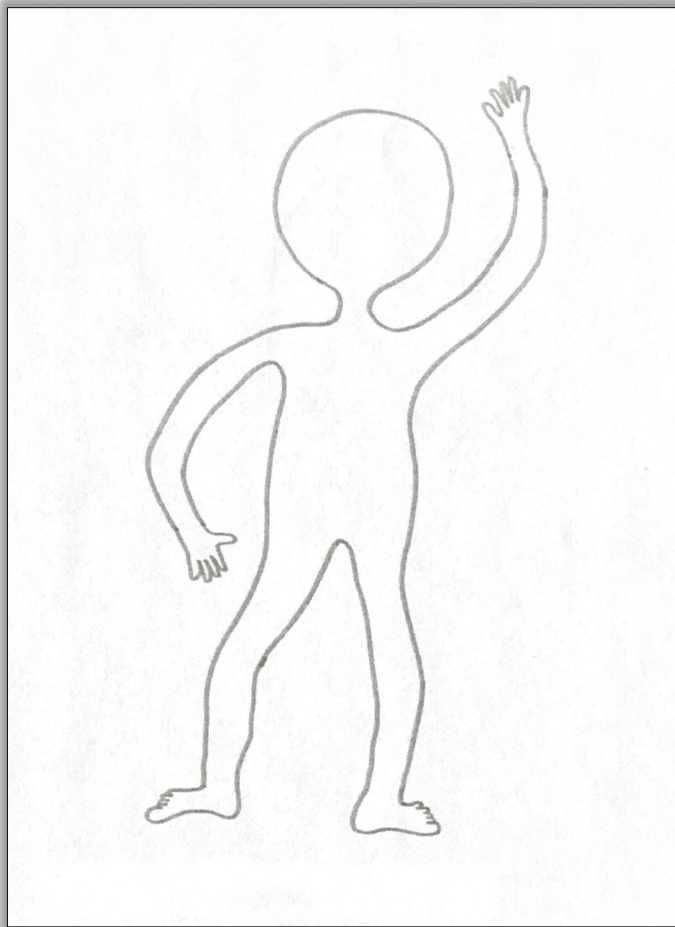
Plurilingual activities

Move to your breakout room and choose one of the 8 activities to discuss with your colleagues

When you are ready post comments in the different columns of the padlet for the activity you chose (I will put the link in the chat)

Once back in plenary we will share the different padlets and discuss the activities

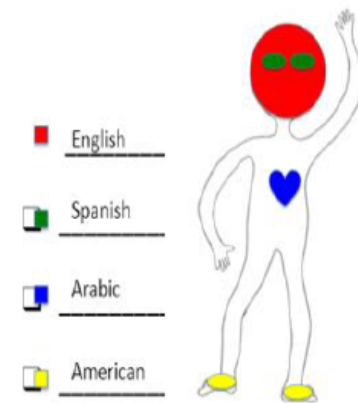
Activity 1: Language Portraits



Colour your language portrait using the figure on the left. For each language or dialect, choose a different colour. Explain why you chose the colours you did and why you placed them where you did.

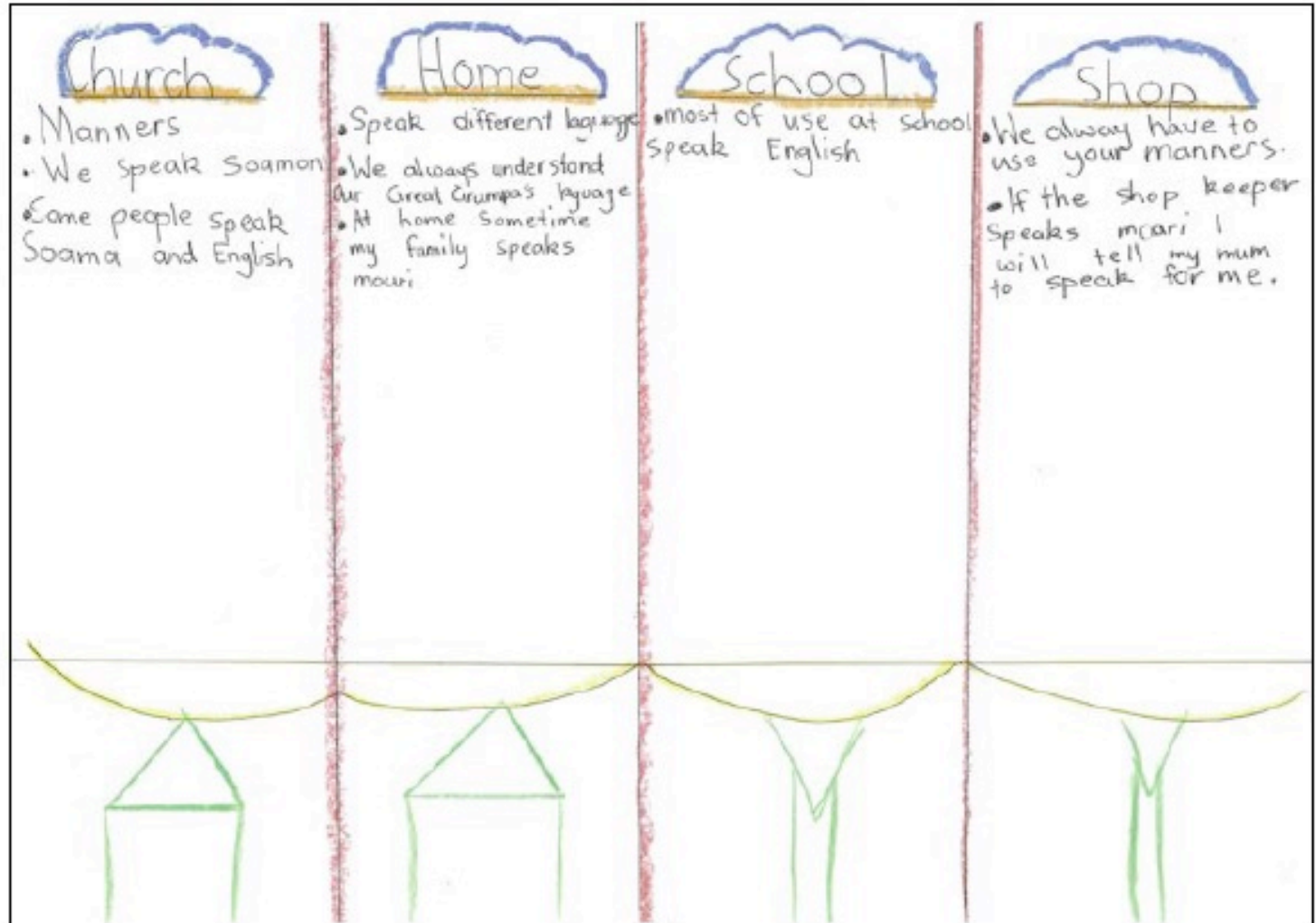
Prasad 2008
after Krumm & Jenkins 2001

Activity 1: Language Portraits



Prasad 2020

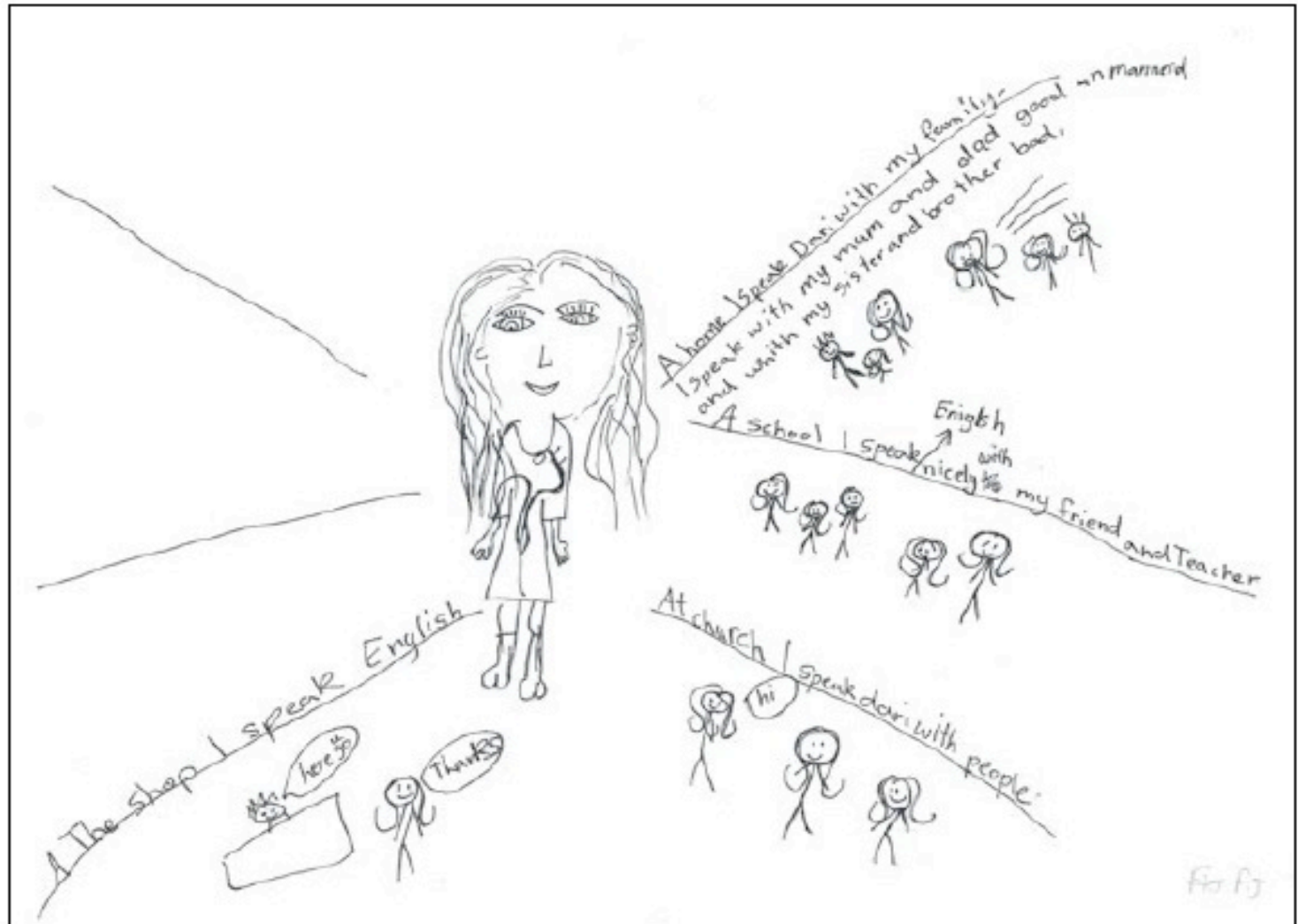
Activity 1b: Language Mapping



Somerville,
D'Warte &
Brown (2014)

Separation Map-Year 4/5

Activity 1b: Language Mapping



Somerville,
D'Warte &
Brown (2014)

Connection Map-Year 4/5

Activity 2: Greetings!

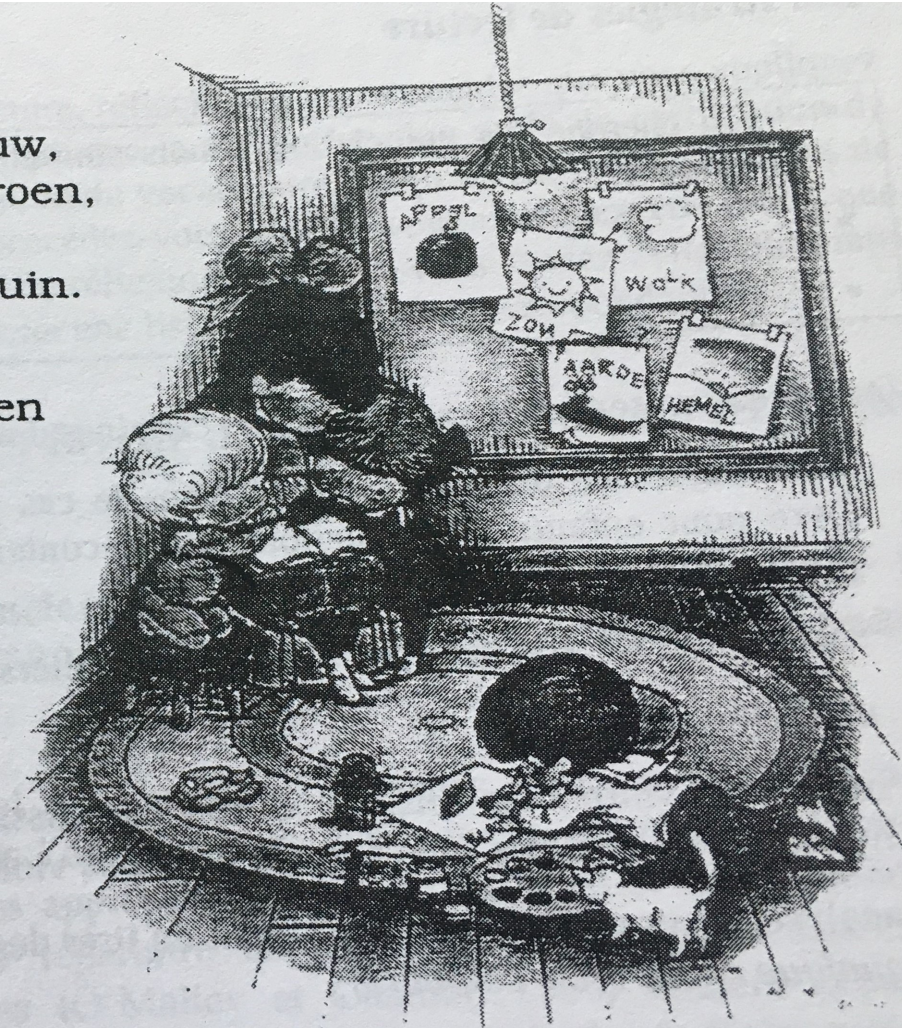
| | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | |
|-----|--------------|---|----|----------|----------------|----|---------------|----|----|------------|---------------|----|---------------|-------------------|----|-------------|----|--|
| PL | Dzien dobry | | | | | | | | | | Dobry wieczór | | | Dobranoc | | | | |
| CZ | Dobré jitro | | | | Dobry den | | | | | | Dobry vecer | | | Dobrou noc | | | | |
| R | Доброе утро | | | | Добрый день | | | | | | Добрый вечер | | | Спокойной ночи | | | | |
| D | Guten Morgen | | | | Guten Tag | | | | | | Guten Abend | | | Gute Nacht | | | | |
| E | Good morning | | | | Good afternoon | | | | | | Good evening | | | Good night | | | | |
| I | Buon giorno | | | | | | | | | Buona sera | | | | | | Buona notte | | |
| F | Bonjour | | | | | | | | | | Bonsoir | | | Bonne nuit | | | | |
| Sp | Buenos días | | | | | | Buenas tardes | | | | | | Buenas noches | | | | | |
| H | Jó reggelt | | | Jó napot | | | | | | Jó estét | | | Jó éjszakát | | | | | |
| Jap | Ohayo | | | | Konnichiwa | | | | | | Konbanwa | | | Oyasumi | | | | |

Activity 3

Plurilingual comprehension

Een appel is rood,
de zon is geel,
de hemel is blauw,
een blad is groen,
een wolk is wit . . .
en de aarde is bruin.

En zou je nu kunnen
antwoorden
op de vraag . . .



Welke kleur de liefde?

Os Laboratórios Dermatológicos Avène A Água termal das peles sensíveis

AVÈNE-LES-BAINS

A estação termal da pele

Desde 1743, data da construção do primeiro estabelecimento termal edificado perto da nascente de Sainte-Odile, que a vocação de Avène não sofre alterações: a estação termal é inteiramente dedicada à Dermatologia. Graças aos resultados benéficos observados nos tratamentos realizados, a Estação termal propõe actualmente diferentes cuidados "à medida de cada um", independentemente da idade e sob controlo médico: nestes cuidados estão incluídos não só os terapêuticos como também os cuidados de conforto SensiCure.



A Estação termal das peles sensíveis

Avène Dermatological Laboratories Thermal Spring Water for sensitive skin

AVÈNE-LES-BAINS

The Hydrotherapy Center dedicated to the skin

Since 1743, when the first Hydrotherapy Center was built near the Sainte-Odile spring, the vocation of Avène has not changed: the Hydrotherapy Center is solely dedicated to dermatology. Following the beneficial results observed through its treatments, it offers various "customized" daily treatments for all ages and under medical control: therapeutic and also relaxing SensiCure treatments.



The hydrotherapy center for sensitive skin

De Laboratoires Dermatologiques Avène Het Thermaal Water voor de gevoelige huid

AVÈNE-LES-BAINS

Het Kuuroord voor de huid

Al sinds 1743, de dag waarop het eerste thermaal kuuroord aan de Sainte-Odile bron zijn deuren opende, is de roeping van Avène dezelfde gebleven en is het kuuroord volledig aan de dermatologie gewijd. Door de goede resultaten van de aangeboden verzorging, worden er vandaag diverse dagelijkse behandelingen onder medisch toezicht, « op maat » voor alle leeftijden verstrekt : naast therapeutische behandelingen zijn er ook de SensiCure behandelingen, die vooral op wellness gericht zijn.



Het kuuroord voor de gevoelige huid

Les Laboratoires Dermatologiques Avène L'Eau thermale des peaux sensibles

AVÈNE-LES-BAINS

La station thermale de la peau

Depuis 1743, date de naissance du premier établissement thermal édifié près de la source Sainte-Odile, la vocation d'Avène n'a pas changé : la station est entièrement dédiée à la dermatologie. En raison des résultats bénéfiques observés dans les traitements dispensés, elle propose aujourd'hui différents soins quotidiens « sur mesure » pour tous les âges et sous contrôle médical : soins thérapeutiques et soins plaisirs SensiCure.



La station thermale des peaux sensibles

Los Laboratorios Dermatológicos Avène El Agua termal de las pieles sensibles

AVÈNE-LES-BAINS

La estación termal de la piel

Desde 1743, fecha de nacimiento del primer establecimiento termal edificado sobre el manantial Sainte-Odile, la vocación de Avène no ha cambiado: la estación termal está dedicada a la dermatología. Los resultados beneficiosos observados durante los tratamientos dispensados permiten proponer hoy en día diferentes cuidados cotidianos « a medida » para todas las edades y realizados bajo control dermatológico: cuidados terapéuticos y cuidados para el bienestar de la piel: SensiCure.



La Estación termal de las pieles sensibles

Activity 3

Plurilingual comprehension

Activity 4: Idioms

People in glass houses
shouldn't throw stones



Better safe than sorry
To fish for
compliments



As wise as an owl

Set a thief to catch
a thief

Pot Calling the Kettle Black



BETTER LATE THAN NEVER

Activity 5

Identity texts

Same text
produced in
multiple
languages

Student-teacher

Cummins & Early
2010; Early &
Cummins 2011



I am the son of the most lovely woman in the world. I am the sweetest
and the most obedient child that my father has had.

My mom used to feed me with delicious chicken for me to grow
healthy.

Soy el hijo de la más amorosa mamá en el mundo. Soy el más dulce y
obediente hijo que mi padre ha tenido.

Mi mamá solía darme de comer guisado de pollo para que yo creciera
muy saludable.

Luis' Identity Text (first slide)

Identity texts

Students' Identity Text: 'Travelling around the World'

Grade 7
 Classes –
 twinned
 Hong Kong /
 Canada ELL)

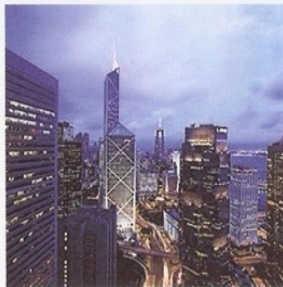
Cummins & Early
 2010; Early &
 Cummins 2011

Canada and Hong Kong



Canada

In the world the second largest country is Canada. Canada has 9.9million sq.km. The major city is Toronto ,Montreal and Vancouver. Canada's climate varies. At Places it is cold all year long but in Toronto is it cold in the winter and really hot in the summer.



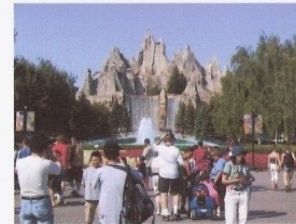
Hong Kong

150years ago Hong Kong has de-scribed as a "barren rock". HK is a world-class financial , prading and business centre. HK only has a natural resources it was finest deep-water ports .

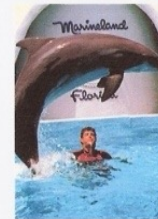
After1.7.1997 HK been a special administrative region (SAR)of the Peole's Republic of China . Under the Basic Law, HK will be main-tained for 50 years in legal and social system .

Man-made Attractions in Canada

Canada has many attractions. Those attractions made by humans could be divided into three groups: amusement parks, malls and monuments.



There are many theme parks in Canada. For example, Paramount Canada's Wonderland which is Canada's first theme park is one of the best amusement parks in the world. There are over 200 exciting attractions and over 60 thrilling rides. In this theme park, there is also a 20 acre water park. Paramount Canada's Wonderland is north of Toronto off Highway 400 and just ten minutes north of Highway 401.



In the Niagara Falls region, there is a very unique theme park called Marine land. This is a very special attraction since it is not only a theme park but also a place where you can meet many animals such as deer, bears, killer whales and many, many more. Marine Land is at 7657 Portage Road which is one mile from Horseshoe Falls.



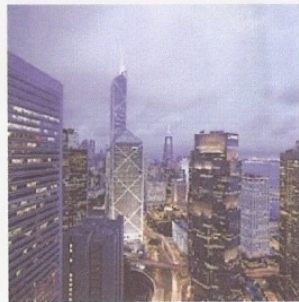
The last amusement park that I will include is CNE. This is an annual fair held near the heart of downtown Toronto. It was founded in 1879 and there are 65 rides along with a large food court and many shows. Here, they have an annual celebration of Chinese New Year. At this celebration, you can see lion dances, martial arts and many other Chinese traditions. You can also buy many things that are related to the Chinese culture.

Identity texts

Grade 7
 Classes –
 twinned
 Hong Kong/
 Canada
 ELL)

Cummins & Early
 2010; Early &
 Cummins 2011

加拿大和香港



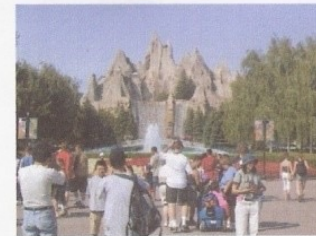
加拿大

加拿大是世界上第二大国家，有990万平方公里。主要城市有多伦多，满地可和温哥华。加拿大的气候各地都不相同，有些地方终年寒冷，而多伦多则冬天寒冷，夏天炎热。

香港

150年前香港还只是一个贫瘠的渔村，而今天的香港则是国际级的金融贸易中心。香港是一个天然的深水良港。自1997年7月1日起，香港成为中华人民共和国的一个特别行政区，按照基本法，香港将维持法律和社会制度50年不变

加拿大人建造的景点



加拿大有许多景点。我想人造的景点主要分为三大类：包括游乐场，商场和纪念碑。

加拿大有许多主题公园，加拿大的第一个主题公园是Paramount Canada's

Wonderland。园内有二百多个景点和六十多个机动游戏。园内还有一个20英亩的水上乐园。Wonderland在多伦多以北400高速公路的旁边，只是401高速公路以北十分钟的车程。在你家拉瀑布附近有一个非常独特的主题公园叫Marineland。说它特别是因为它不仅是一个主题公园，而且在那里你能见到各种各样的动物像鹿，熊和杀人鲸之类。Marineland的地址是7657Portage Road离开瀑布大约一英里远。我在这里要讲的最后一个游乐场是CNE，这是多伦多市区中心每年举行的一个节日。首届节日在1879年举办。园内有65个机动游戏和很大的美食广场和许多表演。

加拿大有许多商场，但我只介绍其中一个。那是West Edmonton Mall，它是世界上最大的娱乐和购物中心。也是阿伯特省的第一景点，场内有超过800家商场和110家食肆。商场面积相当于48个街区。

加拿大也有许多的纪念碑，The Lefebvre历史遗址是为了展现Acadians在1755年被驱逐出境后的生活写照。此遗址坐落在New Brunswick东南部的Memramcook Valley内。另一个加拿大著名的纪念碑是Brock's纪念碑。此纪念碑是为了纪念Brock将军在1812年为抵御美国军队的进攻在指挥Queenston高地防御战中捐躯而建。纪念碑在1840年4月17日被炸，现在看到的185英尺高的纪念碑是1859年重建的。

Scaffolding for Identity Texts

Kindergarten example:

- 1) At home I like to _____
- 2) My favourite foods are _____
- 3) The people in my family are _____
- 4) At school I like to _____
- 5) I like my school because _____
- 6) My best friend is _____
- 7) When I grow up I want to be _____

[http://multiliteracies.ca/index.php/folio/
viewDocument/23/3722](http://multiliteracies.ca/index.php/folio/viewDocument/23/3722)

Elementary example:

- genre
- characters
- setting
- introductory hook
- languages of the text
- conflict
- key events
- problems and resolution

Cummins & Early 2010

Activity 6: Books in multiple translations



Don't let the pigeon drive the bus!

Students:

- explored translations of the story (Arabic, Chinese, French, Maori, Spanish and Vietnamese),
- completed puzzles created from the book cover in these languages,
- -created a pigeon puppet and practiced saying, "Can I drive the bus?" in multiple languages.

Prasad (forthcoming)

Activity 6: Books with multiple translations

For older children: books like *Le Petit Prince* (248 translations plus 5 ongoing = 253 languages and dialects).



Activity 6: Books with multiple translations



- **Dialogues and cartoons:** recounting some of the conversations the little prince has with the fox, the rose or the pilot. (different languages).
- **Blogs/emails:** relate a part of the story and their express their reactions to it.
- **Endings:** discuss, invent and write an alternative ending.

Activity 7: Action-oriented Plurilingual Scenarios

Community Cookbook



Some parents in your community have complained that their children are too picky with their food. They're looking for interesting and tasty recipes to try out and have asked your class for help compiling a new community cookbook. You and your classmates have decided to contribute recipes from different cultures and countries around the world. For this task, each student will create one entry in the cookbook based on their family's favourite recipe. When the cookbook is completed, you will put it all together and bring a copy home to your family.



Activity 7: Action-oriented Plurilingual Scenarios

Community Cookbook



LESSONS

STEP 1: INTRODUCING THE TASK

STEP 2: LANGUAGE IN RECIPES

STEP 3: A CULTURAL DISH

STEP 4: EDITING YOUR RECIPE

STEP 5: CULMINATING TASK:
OUR CLASS COOKBOOK



Activity 7: Action-oriented Plurilingual Scenarios

Launching a Language Blog



Piccardo & North 2019;
Piccardo et al (forthcoming)

Your principal has noticed that there are fewer and fewer students signing up for language courses at your school and in your community. Next week, your language class will be launching a new blog to help promote a language throughout the school and beyond. The blog's home page will include a statement outlining the purpose of the blog and a list of the benefits of learning an additional language. In the blog, you will also showcase what you've been doing in class (using pictures, sound clips, comments, etc.) and make your blog as appealing as possible to prospective students. This can include features such as past events, details of upcoming events, a list of target language songs and artists, bios of popular athletes/actors. To promote the blog, carry out a live interview in front of the class during which a student host will ask you about this exciting new project. The audience will have a chance to ask you questions and try out the blog before its official launch!

Activity 7: Action-oriented Plurilingual Scenarios

Launching a Language Blog

LESSONS

STEP 1: INTRODUCING THE TASK

STEP 2: POPULATING THE BLOG

STEP 3: PREPARE FOR INTERVIEW

STEP 4: WRITING AND EDITING A BLOG
RESPONSE

STEP 5: (CULMINATING TASK)
CONDUCTING INTERVIEW AND
LAUNCHING BLOG



Piccardo & North 2019;
Piccardo et al (forthcoming)

Activity 8: My Plurilingual Journey



Friend Request Sent

Aline Germain-Rutherford  ● FOLLOWS YOU 

Aline.Germain-Rutherford@uottawa.ca

Language is wine upon the lips (Virginia Woolf). I always liked this quote. Maybe this is why many of my passions are related to language education and culture exploration.

FOLLOWERS 15 | FOLLOWING 20 

[About](#) [Posts](#) [Comments](#) [Activity](#) [Bookmarks](#) [Teacher Tools](#) [Friends](#) [Groups](#)

2. Linguistic Encounters

My Story

I recently learned a word in Cree: ᐱᓴᓴᓴᓴᓴ or pimatisiwin which means 'life', 'la vie'. But it also means 'The medicine wheel', which symbolizes balance and interconnectedness between humanity, spirituality and nature earth. What a beautiful word.

Image



1. My Languages (Know/Using/Learning)

My Story

Née en France le français est ma langue maternelle, but living now in Canada (and previously in the States) English is also an important language in my everyday life. Ich lernte Deutsch in der High School, aber leider spreche ich sehr wenig. Entiendo algo de español e capisco un po 'meglio italiana.

Image



3. My Cultural Encounters

My Story

Il y a déjà bien des années j'ai eu la chance de vivre une année entière en Nouvelle-Zélande, et d'apprendre, en plus de plein d'autres choses passionnantes, à danser plusieurs danses Maori. But first, I had to do my own danse costume (I learned how to embroider my top. Luckily the grass skirt was given to me). I learned the songs, the dances, it was magical. One of my best memories in all the travels I did since then.

Image



Presentation outline

- Plurilingualism vs Multilingualism
- Language biographies and linguistic repertoires

Group work 1 and sharing

- Reflecting on concepts
- Plurilingualism in the classroom

Group work 2

Sharing from group work 2 and discussion on the padlets

- Conclusions and principles

Key aspects of plurilingualism

- Developing language repertoire – lifelong
- L1 is always present in the classroom
- Language and identity are completely intertwined
- L1 can be (and an L2s can also be) an asset in learning another language
- Metalinguistic awareness – through reflection and comparison – helps personal development
- Awakening to languages and cultures → interculturality
- Feeling of empowerment and confidence boost

Plurilingualism is an inclusive educational and sociopolitical program in pursuit of social justice and openness

Continuing support for:

- Educators
- Policy makers
- Curriculum developers
- Researchers

Providing a space for sharing and cross-fertilization of ideas, research and practices

Principles for plurilingual teaching

1. Teachers and students purposefully draw on the diverse language ecology of their school community in content-based teaching and learning, including but not limited to incorporating students' home languages, local indigenous languages, instructed world languages, and the mainstream language of instruction (**Pahl, 2008; Van Lier, 2004**).
2. Parents, families, and community members are invited to contribute their language and cultural expertise to help students' bridge diverse home, school, and community language and literacy practices (**Gonzalez & Moll, 2002; Haneda, 2006; Schwarzer, Haywood, & Lorenzen, 2003**).
3. Students of different language, cultural, and social backgrounds work collaboratively on multilingual activities and projects as a context for encountering diversity while developing receptive and productive language and literacy skills along with content knowledge and understanding (**Lory, 2015; Lotherington, 2017; Lotherington & Jensen, 2011; Schleppegrell, Achugar, & Oteiza, 2004**).
4. Teachers explicitly support students' metalinguistic awareness and critical multilingual language awareness by actively engaging students in comparing different languages, how language(s) function, and identifying patterns for cross-linguistic transfer (**Auger, 2005; Garcia, 2017; Helot et al., 2018; Kowal & Swain, 1994; Ntelioglou, Fannin, Montanera, & Cummins, 2014; Simard, 2004**).
5. Students produce and publish collaborative, critical, and creative multilingual inquiry-based projects for authentic audiences, often shared beyond their classroom through the use of technology (**Cummins, Hu, Markus, & Montero, 2015; Van Laere, Rosiers, Van Avermaet, Slembrouck, & Van Braak, 2017**).

Principles for plurilingual teaching

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2. **Parents, families, and community members** are invited to contribute their language and cultural expertise
3. **Students** of different language, cultural, and social backgrounds **work collaboratively on multilingual activities and projects**
4. **Teachers explicitly support students' metalinguistic awareness** by engaging students in **comparing different languages**
5. Students produce and publish **collaborative, critical, and creative** multilingual inquiry-based projects **for authentic audiences**

Prasad, G., & Lory M.P. (2019). Linguistic and Cultural Collaboration in Schools: Reconciling Majority and Minoritized Language Users. *TESOL Quarterly*, 54(4), 797-822.



One Sunday
afternoon
in Toronto

merci **grazie**
gracias **danke**
thank you
obrigada