

THE CEFR COMPANION VOLUME: A KEY RESOURCE FOR INCLUSIVE PLURILINGUAL EDUCATION

2021 Webinar Series

Webinar 5: September 2nd, 16.00 CET

**Engaging learners' plurilingual and pluricultural
competence: Online and face-to-face practice in
secondary and tertiary language classrooms**

Handout

Angelica Galante

Pre-task

Please note that there are two [pre-tasks](#) as a separate file. Please complete the tasks before the workshop. During the workshop, you will be asked to use the [CEFR Searchable document](#) during breakout room discussions (Pre-task 1) and upload your task (Pre-task 2) to a Padlet so the results can be discussed in the group.

Please read this handout before the workshop. The activities in this handout will be discussed in groups, using the "breakout room" facility so it is important that you become familiar with them.

Activity 1 – Animated Films and TV Series Across Languages

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=naIZiHG8G_o&list=PLRZo5YABmOi6pxzLUrJftPsRDyEH0O9IO&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)

Activity 2 – Translanguaging for Meaning-making at the Airport

Language: English

Level: A2

CEFR Descriptors (Building on plurilingual repertoire):

- Can mobilize their limited repertoire in *different languages* in order to explain a problem or to ask for help or clarification.
- Can use simple words/signs and phrases from *different languages in their plurilingual repertoire* to conduct a simple, practical transaction or information exchange.
- 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 used*.

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

Students: Adult English learners

Mode of delivery: Synchronous via Zoom

Main goal: develop plurilingual and pluricultural competence for vocabulary learning

1. Watch the video below: <https://www.youtube.com/watch?v=tbnlFSnxOg4&t=12s>

How do you use your languages to complete daily activities (reading, traveling, online interactions, shopping, entertainment, etc.)?

2. Look at the picture below.



Photo: Pixabay.com

What languages do you see in the picture?

When you listen to announcements in other languages, how do you make sense of the message?

What visual representations can help you understand important information at the airport?

3. The goal of this activity is to use plurilingual strategies to help you make sense or meaning of unfamiliar vocabulary, expressions, or linguistic concepts. When you use plurilingual strategies, like translanguaging, it means you use all the languages in your repertoire (e.g., Portuguese, Spanish, etc.) in addition to the one you are learning (e.g., English) to help you “solve” language “puzzles.” Sometimes, you can even use visual clues (e.g., images, signs, icons) to help you.

Can you **list below all the languages that you know**, including the ones that you have mastered, that you are learning, and that you only know a little bit.

-
-
-
-
-
-

4. **Kahoot!** Quiz: Using 2 or more languages that you know (for example, English, Spanish, and Portuguese), try and figure out the meaning of the following expressions and verb phrases. Don't forget to discuss with your teacher and classmates how you got the right (or wrong!) answer after each question with the help of your languages.

Kahoot! Link: <https://create.kahoot.it/share/translanguaging-for-meaning-making-at-the-airport/1ba78c6a-0ca1-4b09-9c95-b2e6e073f9f6>

Some discussion questions:

- What language clues did you use to find the right answer?
- Describe how you *translanguaged* between your languages?
- Did using different languages to figure the meaning of the expressions helpful or confusing? Why and how?
- What helped you figure out the correct answer to the challenge question?

This activity is from the *Plurilingual Shift Project*.

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

Angelica Galante (Principal Investigator)

Activity 3 – Intercomprehension for Reading Academic texts

Language: English

Level: B2/C1

CEFR Descriptors (Plurilingual Comprehension):

- Can use their knowledge of contrasting genre conventions and textual patterns in *languages in their plurilingual repertoire* in order to support comprehension (B2).
- Can use what they have understood in *one language* to understand the topic and main message of a text in *another language* (e.g. when reading short newspaper articles in different languages on the same theme) (B1).

Context: English for Academic Purposes program at a Canadian university

Students: Adult international students

Mode of delivery: Face-to-Face

Main goal: develop awareness of intercomprehension strategies for reading academic texts

Look at the task with instruction online:

<https://www.breakingtheinvisiblewall.com/task-9>

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

International

Internacional

Internazionale

Internationale

**Task 9
Intercomprehension**

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Reflection

- These words are similar across languages:

International	Internacional	Internazionale	Internationale
German	Spanish	Italian	Dutch
French	Portuguese		
Danish	Catalan		
English	Galician		
Zulu			

- If you know English (or other languages), it is easier to understand words in a new language because of similarities.

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Look at words in English that come from another language. Do you know which language they come from?

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English words from other languages

- pasta; pizza; broccoli; maestro; piano **Italian**
- et cetera (etc.); consensus; professor emeritus; exit **Latin**
- critique; façade; genre; résumé **French**
- avocado; chocolate; Latino; jalapeño **Spanish**
- manga; origami; kimono; sushi; tsunami **Japanese**
- tofu; bok choy; chow mein **Cantonese**
- academic; cardiology; emphasis **Greek**

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Words from other languages

- Write 5 words from another language (or other languages) that are used in English
- 5 words from English that are used in your first language
- In groups, share your words. Then, write the words your colleagues shared with you in your diary

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Did you know...

that journal articles published in Canadian journals have abstracts in both English and French? Take a look at part of an abstract and try to identify (guess) some words by using your linguistic knowledge of English or other languages.

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How many French words can you identify?

Cet article examine l'identité linguistique de jeunes apprenants plurilingues par l'emploi d'un portrait silhouette. Quelques exemples d'une recherche portant sur des élèves âgés de 6 à 8 ans dans un programme allemand bilingue au Canada démontrent aux enseignants que l'identité linguistique comprend les aspects l'expertise, l'affiliation et l'héritage.

Dressler, R. (2014). Exploring linguistic identity in young multilingual learners. TESL Canada Journal, 32(1), 42-52

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Link to the article: <https://teslcanadajournal.ca/index.php/tesl/article/view/1198>

Compare with the English version

This article explores the linguistic identity of young multilingual learners through the use of a Language Portrait Silhouette. Examples from a research study of children aged 6–8 years in a German bilingual program in Canada provide teachers with an understanding that linguistic identity comprises expertise, affiliation, and inheritance.

Dressler, R. (2014). Exploring linguistic identity in young multilingual learners. *TESL Canada Journal*, 32(1), 42-52

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During this task:

How can the knowledge of English help you understand other languages (intercomprehension)?

How can the knowledge of other languages help you understand English (intercomprehension)?

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This activity is from the website *Breaking the Invisible Wall*:

<https://www.breakingtheinvisiblewall.com>

Angelica Galante (Principal Investigator)

Activity 4 – Culture et Technologie

Language: French

Level: B1

CEFR Descriptors:

(Sociolinguistics appropriateness)

- Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of their own community.

(Facilitating pluricultural space)

- Can *[support an intercultural exchange using a limited repertoire to introduce people from different cultural backgrounds and to]* ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned.
- Can *[help develop a shared communication culture, by]* exchange information in a simple way about values and attitudes to language and culture.

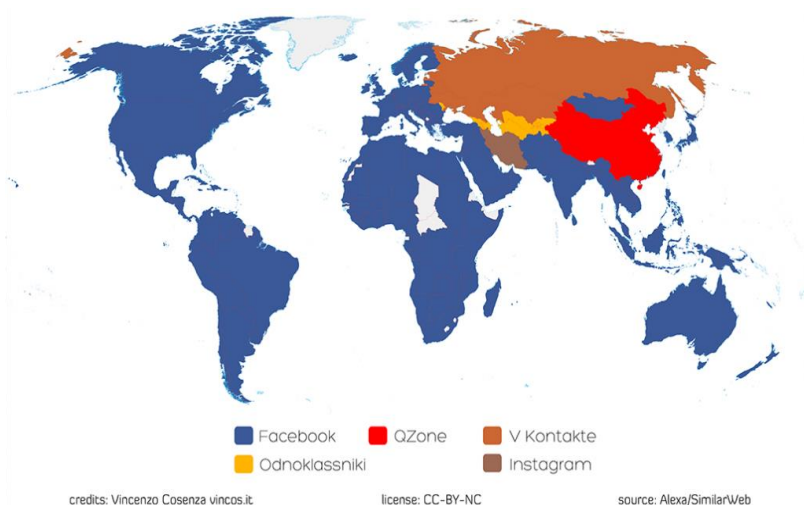
Context: French Program in an NGO in Brazil with refugee/immigrant teachers

Students: Adult French learners

Mode of delivery: Synchronous via Zoom

Main goal: develop plurilingual and pluricultural competence for effective language use in social media across cultures

1. La carte ci-dessous représente les réseaux sociaux les plus utilisés dans le monde jusqu'à présent (2021).



2. Quels sont les médias sociaux que vous utilisez ?

3. Les médias sociaux sont considérés comme une grande exposition aux différentes cultures, y compris à leurs croyances, coutumes et traditions. Comment pensez-vous que les gens de différentes cultures utilisent cette technologie? Racontez-nous d'une fois où vous avez regardé une vidéo ou lu un article sur les médias sociaux à propos d'une culture différente de la vôtre. Quelles étaient certaines des similitudes et des différences?



Photos : Pixabay.com

4. La capacité à utiliser une langue avec des personnes de cultures différentes nécessite le développement de l'interculturalité. Regardez cette vidéo et prenez note des étapes nécessaires à l'acquisition de l'interculturalité. Vous pouvez partager vos notes dans la langue de votre choix.

<https://www.youtube.com/watch?v=dRQ6QrlgLA>

5. Qu'avez-vous appris en faisant des comparaisons culturelles? Qu'est-ce qui est important pour vous?

This activity is from the *Plurilingual Shift Project*:

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

Angelica Galante (Principal Investigator)

Activity 5 – Building a More Just World

Language: English

Level: B2

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 and effective online interaction

Watch the video of the task online:

<https://www.youtube.com/watch?v=jvIKpCfG2wE&list=PLRZo5YABmOi6pxzL UrJftPs RDyEH009IO&index=5>

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



PluriDigit
Oral, and plurilingual and
pluricultural competence
English B2 – Activity 1



In this task you will...

STEP 1: Watch a video and respond to some questions.

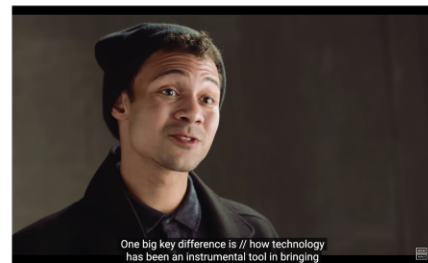
STEP 2: Record and post an audio/video based on Step 1

STEP 3: Listen AND respond to your classmates' posts

STEP 1: Unit 2 – Human Rights

Watch the short YouTube video and answer the following questions:

- What is the relationship between Dr. Martin Luther King Jr. and the Black Lives Matter movement?
- How is technology being used for human rights movements in Brazil? Explain it in English and later add a text comment with a link to example (in any language).



Record a short 1 to 2 minute audio response

Link to the YouTube video: https://www.youtube.com/watch?v=R_ljXU16wdQ

STEP 2: Building a More Just World

Everyone can do their part for a more just world.

- How can you be a role model for the next generation?
- What can you do if someone you know does not think human rights are important?
- How can you help someone you know who has been a victim of discrimination?



Image from Pixabay.com

E.g.: If I witness someone is being bullied because of their looks, I have to report it immediately.

Record a short 1 to 2 minute video speech

STEP 3: Learning Together

What do your colleagues do to ensure our society improves? In the next 2 weeks, go back to the previous slides and engage with your classmates' posts. Watch and learn from them. Reply with any ideas that you think can help. If you get a reply, make sure to 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 interaction (B2):** Can highlight the personal significance of events and experiences, and account for and sustain views clearly by providing relevant explanations and arguments
- **Online interaction (B2):** Can engage in online exchanges between several participants, effectively linking their contributions to previous ones in the thread
- **Plurilingual comprehension (B2):** Can extract information from documents in different languages to include in a presentation
- **Building on pluricultural repertoire (B2):** Can discuss the objectivity and balance of information and opinions expressed in the media about their own communities

This activity was taken from the *PluriDigit* project:

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

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Activity 6 – La Amazonía y la Deforestación

Language: Spanish

Level: B2

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

Students: Adult Spanish 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=nF4rt6gYLvw&list=PLRZo5YABmOi6pxzLUrJftPsRDyEH009IO&index=6>

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



Proyecto PluriDigit
Competencia Oral, Plurilingüe y
Pluricultural
Español B2 – Actividad 5



En esta actividad vas a...

PASO 1: Mirar un video y hacer un audio respondiendo las preguntas

PASO 2: Hacer un video sobre la Amazonía

PASO 3: Mirar el video de tus colegas e interactuar haciendo preguntas o comentarios constructivos

PASO 1: La Amazonía y la deforestación

Mira el video en YouTube y responde las preguntas.

Según el video:

- ¿Cuánta selva ha sido quemada o talada en el último año?
- ¿Qué ha hecho Bolsonaro desde que fue elegido en enero 2019?
- ¿Qué les responde Bolsonaro a los poderes extranjeros?

Graba un audio corto de 1 o 2 minutos respondiendo las preguntas



Foto: Pixabay



Sugerencia:

puedes activar los subtítulos si los necesitas o utilizar un diccionario

Link to the video: <https://www.youtube.com/watch?v=NstkI0FLPD0>

PASO 2: Defendiendo a la Amazonía

Mira este video: “Ser mujer e indígena en el Brasil de Bolsonaro”. Haz un video y habla de:

- ¿Qué piensas de lo que dicen las mujeres indígenas?
- ¿En las culturas o países que conoces, hay personas en el poder como Bolsonaro? ¿Qué podemos hacer para cambiar la situación?

Graba un video corto de 1 o 2 minutos respondiendo las preguntas



Fotos: AJ+ Español

Link to the video: <https://www.youtube.com/watch?v=kXYfwnUCRNs>

PASO 3: Interactuar

En las próximas 2 semanas, regresa al Paso 1 y Paso 2 e interactúa con los audios y videos de tus colegas de clase: hazles preguntas y comentarios constructivos



Foto: Pixabay.com

Puedes grabar un video o un audio corto de máximo 1 minuto e interactuar con tus colegas

Actividad 5 - Objetivos

Felicitaciones 🖐️ 🖐️ 🖐️

En esta actividad, has practicado:

- **Comprensión audio-visual (B2):** seguir los temas de videos y formar una idea principal
- **Producción oral (B2):** dar una presentación básica, breve y ensayada sobre un tema familiar
- **Interacción online (B2):** comentar las publicaciones en línea de otras personas, expresando sentimientos de sorpresa e interés de una manera simple
- **Facilitando el espacio pluricultural (B2):** contribuir a un intercambio intercultural, utilizando palabras simples para expresar acuerdo, agradecer, etc.

This activity was taken from the *PluriDigit* project:

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

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Activity 7 – My Plurilingual Identity

Language: English

Level: B2/C1

Context: English for Academic Purposes program at a Canadian university

Students: Adult international student

Mode of delivery: Face-to-Face

Main goal: develop awareness their plurilingual and pluricultural identities

Look at the task with instruction online:

<https://www.breakingtheinvisiblewall.com/task-2>

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



Task 2 My Plurilingual Identity

This task was designed by Angelica Galante

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Warm-up

1. What defines a person's identity?
2. Do the languages and cultures you know help define who you are?
3. Are you monolingual or plurilingual?
4. Are you monocultural or pluricultural?

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Identities
are
Plural



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1. Many aspects are included in our identities: country of origin, languages spoken, dialects, interests, cultural habits, beliefs, etc.
2. A plurilingual is someone who knows more than one language (or more than one dialect), even if they know only a few words in another language/dialect. Most people are plurilingual.
3. Similarly, most people are pluricultural because they have had contact with people from different cultures, even if these refer to cultures in the same country.

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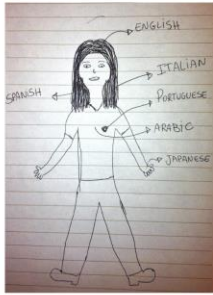
Your plurilingual identity includes languages and cultures you have learned so far (even if knowledge is limited) and others you wish to learn in the future

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What is your plurilingual identity?

1. Draw a picture that represents your whole self (body) in your notebook.
2. Place the languages/dialects and cultures you have learned in the past (even if you learned only a little) and the ones you wish to learn in the future on your body. You may wish to write some words in other languages/dialects.
3. Think about possible reasons why you placed them on your body parts.

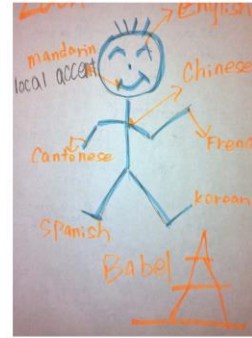
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English is on my head but Portuguese is in my heart. I love and use both languages but my emotions are more connected to Portuguese



I've placed French on my *bouche* because this is a language I want to learn



Korean is on my feet because this represents my future. I love Korean drama and I want to learn Korean so I can understand the culture better

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Sharing your Plurilingual Identity Group Work

- Work in groups of 3 or 4
- Show your drawing to your colleagues and talk about the languages/dialects and cultures you have learned and wish to learn. You may want to talk about how or why you've learned them.
- Talk about the reasons why you've placed them where they are.
- As you listen to your colleagues, ask them to teach you a few words in a another language/dialect and some cultural aspects

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During this task:

What have you learned about other languages/
dialects?

What cultural aspects have you learned?

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This task can lead to a digital project where students develop a narrative with different types of literacies, describing how their plurilingual and pluricultural identities have evolved over the years. A sample of a digital project can be seen here:

https://www.youtube.com/watch?v=9EfvwZ_bOcY&t=2s

This activity is from the website Breaking the Invisible Wall:

<https://www.breakingtheinvisiblewall.com>

Angelica Galante (Principal Investigator)

Activity 8 – Using Pluriliteracies for Communication

Language: Spanish

Level: A2

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

Students: Adult Spanish learners

Mode of delivery: Synchronous via Zoom

Main goal: develop plurilingual and pluricultural competence by using different types of literacies for communication

1. Mira el video: <https://www.youtube.com/watch?v=cipIUQDt-yE>

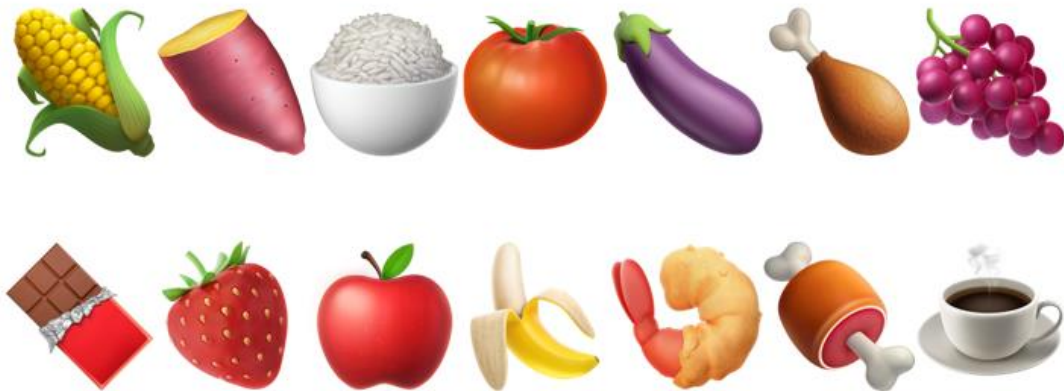
¿Que es el pluriletramento?

2. ¿Crees que estas comidas en las fotos son saludables? ¿Son comidas accesibles para familias de todas las clases económicas? ¿Son comidas para el desayuno, almuerzo de media mañana, comida, merienda de la tarde o cena?



Fotos: Pixabay.com

3. Hay muchos alimentos saludables utilizados en América Latina. ¿Sabes el nombre de estos alimentos? ¿Crees que son saludables?



4. Elige un número de 1 al 10. Lee el párrafo del artículo que hace referencia a tu número y prepare una presentación oral para tus colegas:
<https://www.bbc.com/mundo/noticias-53838500>

Incluya:

- el nombre del alimento
- características saludables
- ¿es un alimento utilizado en Brasil?
- ¿es un alimento presente en tu familia?

5. En esta clase, ha utilizado varios tipos de letramento: emojis, imágenes, hyperlink, texto escrito, texto orales, herramientas (Zoom). ¿Cuál es la importancia de estos tipos de letramento, o pluriletramento como estrategia de comunicación?

This activity is from the *Plurilingual Shift Project*:

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

Angelica Galante (Principal Investigator)