



Co-funded by
the European Union



Erasmus+



Promoting plurilingual education

ADAPTABLE GOOD-PRACTICE EXAMPLES

Eva Vetter
Lena Kratochwil

Promoting plurilingual education (PEP) - KA220 - HED - E96C9232

2025



Co-funded by
the European Union



Erasmus+



With the contribution of:

Theresa Bogensperger
Elisabetta Bonvino
Lisa Marie Brinkmann
Filomena Capucho
Diego Cortés Velásquez
Eftychia Damaskou
Thierry Gaillat
Franziska Gerwers
Anastasia Gkaintartzi
Christoph Hülsmann
Melissa Lamonaca
Sílvia Melo-Pfeifer
Christian Ollivier
Célia Ribeiro
Margareta Strasser
Paulina Wagner
Daniela Zini

How to cite this document:

Vetter, E., Kratochwil, L. (Koordination), Bogensperger, T., Bonvino, E., Brinkmann, L. M., Capucho, F., Cortés Velásquez, D., Damaskou, E., Gaillat, T., Gerwers, F., Gkaintartzi, A., Hülsmann, C., Lamonaca, M., Melo-Pfeifer, S., Ollivier, C., Ribeiro, C., Strasser, M., Wagner, P., Zini, D. (2025). Förderung der mehrsprachigen Bildung. Good-Practice-Heft. PEP – Promouvoir l'éducation plurilingue. https://doi.org/10.25365/phaidra.721_en



ACKNOWLEDGEMENTS

The practices in this booklet are based on materials developed by committed teachers, projects and organisations. We would like to express our deepest gratitude to those whose work served as the basis for our adaptations:

- [CASNAV of the French Guyane academy](#)
- [CEBS \(Professional Language Centre\)](#)
- [Coucil of europe \(COE\). Linguistic Integration of Adult Migrants \(LIAM\)](#)
- [Critical Connections: Multilingual Digital Storytelling Project](#)
- Daniella Ringhofer
- [ECML, Malediveprojekt](#)
- [Institut Institute of Greece, Concours de la Francophonie 2022](#)
- [Institut Français, Association DuLaLa and EUNIC network – to mark the European Day of Languages](#)
- Kristin Fawaz and Chrissy Sibley from VIPTeacher
- [Le manuel Unu.dy, sãn!](#)
- [The Binogiwebsite](#)
- [Narrative Didactics Reasearch Group](#)
- Philip Vigil
- [CONBAT+ project](#)
- [Intermove+ project](#)
- [Lingu@numproject](#)
- Wolfgang Miksits

TABLE OF CONTENTS

01	INTRODUCTION	
	1.1 Creating the booklet	5
	1.2 Teachers' attitudes to plurilingualism	6
02	EDUCATION FOR PLURILINGUISM	
	2.1 Scientific project - practice - political issue	8
	2.2 Scientific consolidation	9
	2.3 Hesitant practice?	10
	2.4 The political agenda on a global scale	11
	2.5 European policies	12
	2.6 Concluding remarks	13
03	STRUCTURE OF THE BOOKLET	
	3.1 Practice sheets	14
	3.2 Good practice?	14
	3.3 Task – scenario – steps	15
	3.4 Groups of tasks and activities	16
	Becoming aware	17
	Taking action	18
	Learning	19
04	REFERENCES	20
05	PRACTICE SHEETS	23

1.1 Creating the booklet

This booklet of good practices is one of the products of the Erasmus + project PEP (Promoting Plurilingual Education), which aims to promote plurilingualism in language teaching and learning contexts. In line with European language policy guidelines, as defined for example in Council of Europe Recommendation CM/Rec(2022)1, the project aims to provide opportunities for social and democratic participation through the maintenance and development of plurilingualism. The emphasis is on plurilingual and intercultural education in language teaching, in line with the implementation of the Common European Framework of Reference for Languages (Council of Europe 2001, 2018).

PEP has five objectives:

1. To establish an overview of existing plurilingual practices in language teaching and learning at secondary and higher education.
2. To distribute multilingual teaching materials that are adaptable and easy to use.
3. To create a reference work with contributions linking theory and practice.
4. To create and maintain a „Plurilingualism“ section on Wikiversity.
5. To develop a hybrid continuing educational course in the field of plurilingual education with a didactic and pedagogical guide.

To achieve these objectives, several publications are planned, including this booklet of good practices (objective 2). In addition, the project will produce a reference work on the foundations and key concepts of plurilingual education, a Wikiversity department and continuing education documents on plurilingualism in language teaching and language education (Moodle modules, guide and training booklet).

The starting point for this work was a European study of plurilingual practices in secondary and higher education. As part of this study, language teachers were questioned about their own plurilingual teaching practices, as well as their attitudes and representations regarding plurilingualism and its promotion. Available in English, French, German, Greek, Italian, Portuguese and Spanish, the questionnaire was accessible online from 27 May to 30 June 2024. The main results are available online in the form of a public survey report (Cortés Velásquez

PROMOTE
PLURILINGUAL
EDUCATION

5 PEP
OBJECTIVES

PUBLICATIONS

et al. 2025). This booklet presents a summary, focusing on the most relevant aspects.

1.2 Teachers' attitudes towards plurilingualism

POSITIVE ATTITUDES

The participants in the PEP study, the majority of whom had more than 10 years teaching experience (Cortés Velásquez et al. 2025, pp. 22-23), adopt a positive attitude towards European language policy (see Chapter 2.5): 64.8% of them support the learning of at least two other languages in addition to the language of schooling. More than half are in favour of choosing languages as freely as possible (Cortés Velásquez et al. 2025, pp. 29-30).

HUMANIST AND CULTURAL ARGUMENTS

Another question concerned the advantages of plurilingualism as presented in European policy documents. The study participants favour humanistic and cultural arguments over economic ones. Reasons such as „intercultural dialogue“ (87.9%), „cultural enrichment“ (84.8%) or the promotion of „linguistic diversity“ (75.8%) were cited as (very) important by a much higher number of teachers than „employability“ (60.6%) or the „competitiveness of the European economy“ (38.2%) (Cortés Velásquez et al. 2025, pp. 31-32). The responses also indicate an existing awareness of the key factors and basic principles of plurilingual education. This is not surprising in view of the results of the study: more than half the respondents said that almost all their pupils were plurilingual. 76.1% indicate that they actively use languages other than the language(s) of schooling – a further indication of the multilingual reality in the classroom. Looking at the proportion of respondents who state that they use certain languages ‘often’ or ‘always’ in class, a hierarchy emerges: 94.6% use the foreign language taught, 80.2% use the language of schooling, and 21.9% incorporate the learners’ L1 (Cortés Velásquez et al. 2025, pp. 36-37).

COMPARATIVE APPROACH DOMINANT

Comparisons play a central role in plurilingual teaching: 72% of respondents compare vocabulary, 61% grammar and 45% pronunciation. In contrast to the comparative approach, the teachers are less likely to introduce multilingual interactions or create tasks to be carried out in several languages (Cortés Velásquez et al. 2025, p. 40). Furthermore, plurilingualism is hardly considered in assessment (Cortés Velásquez et al. 2025, p. 41). The survey also shows that, in the context of plurilingual practice, teachers prefer to use easy-to-implement methods that allow direct comparison of languages. More complex plurilingual activities are less favoured (Cortés Velásquez et al. 2025, p. 40).

In summary, the study participants are both willing and aware of the need to promote plurilingualism. However, respondents expressed a clear need for targeted measures, with a significant proportion indicating a preference for enhanced institutional support (71.51%) and further professional development in plurilingual education (64.84%). They declare reviewing the framework conditions (including institutional framework, time, collaboration with other teachers, development of teaching skills) to be a priority, and 58.53% want more appropriate teaching resources (Cortés Velásquez et al. 2025, p. 44).

This booklet offers an initial response to the gap identified in the field of materials for promoting plurilingual education and is intended to contribute to the development of materials by presenting adaptable ideas.

02 EDUCATION FOR PLURILINGUALISM

2.1 Scientific project – practice – political agenda

PLURILINGUAL EDUCATION

Education for plurilingualism can be seen as the entirety of educational concerns that are based on already existing pluri-/multilingualism - whether that of the learners, institutions, or society – and are directed toward future pluri-/multilingualism. It is about analysing, evaluating, organising and transforming human communication while respecting and promoting linguistic diversity. Education for plurilingualism is part of a commitment to social cohesion, a culture of democracy and peace. This vision makes it an important political agenda or initiative. At the same time, it represents a transdisciplinary field of research with its journals, book collections and other publications. It should not be forgotten, however, that education for plurilingualism is, and always has been, just as much a matter of everyday practice in the various educational contexts (historical and current).

DIDACTICS OF PLURILINGUALISM

The didactics of plurilingualism has set itself the task of implementing these concerns in teaching. It is based on the idea that a multi-/plurilingual world requires an adapted education that promotes the development of plurilingual skills in learners. Plurilingual approaches apply to all teaching, whether language teaching or teaching of other subjects. The didactics of plurilingualism is therefore a task for all teachers.

DIVERSIFIED

Plurilingual models and approaches are developing all over the world, with specificities rooted in particular epistemologies and considerable differences (e.g. Candelier & Schröder-Sura 2015; Candelier & Castellotti 2013 for discussion of French- and German-speaking particularities, Heugh's 2015 introduction to a special issue on equity in education in South Africa). Not surprisingly, then, the didactics of plurilingualism presents itself as remarkably diverse.

CORE CONSENSUS

The core consensus - to consider multi/plurilingualism both as a starting point and as a goal - is reflected in a multiplicity of approaches and a large body of relevant research (e.g. for the European context: Gogolin et al. 2020, Cenoz & Gorter 2015, Candelier et al. 2012, Vetter 2012, Gogolin 1994, etc.).

Despite their differences, didactic approaches to plurilingualism share a common feature: they are necessarily rooted in the learners' linguistic or plurilingual repertoire and aim to develop, expand, and transform it. The

term linguistic or plurilingual repertoire has been adopted in line with the Council of Europe (2001, 2020). To avoid any misunderstanding, however, it should be made clear that it cannot be reduced to language and linguistic features, but refers to all semiotic elements (gestures, facial expressions, etc.).

2.2 Scientific Consolidation

Like plurilingual education, plurilingual didactics have differentiated considerably in recent decades: A distinction can be made between narrower approaches, which focus for example on language families or language teaching (Melo & Reimann 2018) and approaches which include all the languages present in the classroom and in society, i.e. the languages and varieties of the pupils, the institution and the linguistic environment outside the school (Otcu-Grillman & Borjian 2022, Cummins 2021, Auger 2023). It is possible that in Europe, this opening up of the didactics of plurilingualism is linked to the fact that educational establishments are becoming increasingly aware of the (growing) plurilingualism of pupils and society.

Despite scientific consolidation, certain conceptual questions remain unanswered. One example is the question of whether bilingual approaches are part of plurilingual approaches or whether they are distinct from them (Cenoz et al. 2001, Gajo 2006). Another uncertainty relates to the distinction between „pluri-“ and „multi-“: depending on the theoretical framework, a distinction is made between „plurilingualism“ and „multilingualism“ or not. In the PEP project, we mainly adopt the Council of Europe’s perspective: „multilingualism“ refers to the coexistence of languages (social or individual), while „plurilingualism“ refers to an individual’s dynamic and evolving linguistic repertoire (Council of Europe 2001, Council of Europe 2018, 28).

With FREPA (Candelier et al. 2012), the didactics of plurilingualism has a framework of reference which – like the Common European Framework of Reference for Languages (Council of Europe 2001, 2020) - identifies descriptors. These designate internal resources (savoir, savoir-faire, savoir-être) and are linked to one or more of the four identified pluralistic approaches (Language awareness, Integrated didactic approaches, Intercomprehension between related languages, Intercultural approaches). On the basis of the distinction between resources and skills, FREPA predicts that a didactic approach which works in the classroom on the development of resources „contributes to the development of skills through the development of the resources they

**NARROW
AND WIDE**

**BI-, PLURI-
AND MULTI-**

FREPA

mobilise". (<https://carap.ecml.at/Descriptors>). In addition to descriptors, FREPA offers a database of teaching materials classified according to internal resources and the four pluralistic approaches (<https://carap.ecml.at/fr/Materials>). These materials can be used to teach languages and other subjects, from pre-school to tertiary level.

EPISTEMIC PLURILINGUALISM

Although FREPA represents the most comprehensive proposal in terms of the didactics of plurilingualism, we should not overlook the enormous amount of work carried out in more specific areas such as research into translanguaging (pedagogy), lingua receptiva, intercomprehension, the linguistic landscape/schoolscape or plurilingual assessment. The concept of „epistemic plurilingualism“ has been proposed to reflect all plurilingual approaches, which are particularly aimed at the appropriation of complex content in the subject classroom (Wegner & Vetter 2024): When the aim is to work on a particular phenomenon and the didactic concept provides for pupils to use (all of) their linguistic resources, for example to research, negotiate or present, a combination of translanguaging, inter-comprehension, CLIL or any other pluralistic approach may prove beneficial and increase the epistemic quality of learning.

2.3 Hesitant practice?

MARGINAL?

While the didactics of plurilingualism has been differentiated, consolidated and established at the scientific level, it has not yet gained a foothold in teaching practice to the same extent. Language teaching is still its main area of focus, whether we are talking about languages of schooling in general, foreign and classical languages, regional and minority languages or migrant languages. In other subjects, pluralistic approaches are rarer. But even in language teaching, monolingual or bilingual practices remain the norm.

POTENTIAL FOR CHANGE

This is not surprising considering that most curricula are committed to promoting plurilingualism/multilingualism, but do not make it a relevant part of any teaching-learning process. In addition, assessment remains largely monolingual. However, teachers' attitudes were positive towards plurilingualism (Cortés Velásquez et al. 2025, Brandt 2020). For this reason, we can assume that the teaching practice is a dynamic field with the potential for change.

UNCERTAINTIES AND FEAR OF LOSING CONTROL

The fact that teachers are reluctant to become more involved in plurilingual didactics is very probably linked to affective factors that are difficult to identify and analyse. It is the feeling of insecurity and the fear of

uncertainty that can jeopardize teachers' self-image. Not understanding, and therefore losing control, is a risk that seems difficult to take (Plöger & Fürstenau 2021). This and the teachers' desire for support were key motivations for creating this booklet.

2.4 The political agenda on a global scale

When it comes to the didactics of plurilingualism as a political agenda, UNESCO is the main player at the global level. Among the 17 Sustainable Development Goals (SDGs), UNESCO leads and coordinates the Education 2030 Agenda, which defines the guidelines for implementing goal 4. Although UNESCO calls its project "multilingual education", the projects presented in the „Languages Matter“ guide (UNESCO 2025) encompass a wide range of pluralistic approaches and therefore the didactics of plurilingualism. In this guide, UNESCO primarily addresses education policy decision-makers and proposes global guidelines for „multilingual education“ rooted in its benefits such as better educational outcomes, social cohesion, economic growth and sustainable development. UNESCO illustrates the link between languages and the climate crisis by arguing that knowledge of ecosystem management and traditional sustainable practices can play a crucial role in the fight against global warming. In addition, many practical measures demonstrate the potential of „multilingual education“ in relation to other sustainable development goals, including economic growth (SDG 8), reducing inequalities (SDG 10) and promoting peaceful societies (SDG 16).

UNESCO AND THE SDGs

2.5 European Policy

The work of UNESCO naturally links up with that of other transnational actors, such as — in the case of Europe — the Council of Europe and the European Union. Their objectives are similar, but European language policy favours a coherent linguistic approach that covers all language learning with more precise linguistic recommendations.

The European Union proposes a reference framework for lifelong learning, in which multilingual competence is one of the eight key competences (OJ 2018/C 189/01). In this framework, multilingual competence “defines the ability to use different languages appropriately and effectively for communication” (OJ 2018/C 189/08). “Multilingual skills are at the heart of the vision of a European education area” (OJ 2019/C 189/01) states the European Union in proposing to increase and improve language learning. More specifically, “young people” should acquire, in addition to the language(s) of schooling, “a level of competence in at least one other European language which enables them to use that language effectively for school, work and learning purposes”. The aim is also to encourage the acquisition of “an additional language (third language) at a level which enables them to interact with a degree of fluency” (OJ 2019/C 189/02). In addition, two proposals are worth mentioning: (1) the valorisation of language skills resulting from informal learning or participation in a school system in another country, and (2) the integration of languages that are not taught in schools.

Despite the difference in terminology, the European Union’s policy is in line with that of the Council of Europe, which stresses the importance of plurilingual and pluricultural education for social cohesion and democratic culture (CM/Rec (2022)1). The Council of Europe’s political project is based on the concept of plurilingual and pluricultural (sometimes also intercultural) competence. The pluricultural dimension is also represented in FREPA. Although language and culture are closely linked, one aspect may be stronger than the other (Council of Europe 2020, p. 29). This is the case in this booklet, which focuses on the plurilingual aspect. There are problematic uses of the concept of interculturality. We share the criticism that these run the risk of constructing differences (“the other”) instead of creating links (Hall 2008, Mecheril 2015). As it is not possible, within the framework of this booklet, to develop the intercultural dimension in a critical and adequate way, we will focus on the plurilingual aspect.

COUNCIL OF
EUROPE AND
EUROPEAN
UNION

KEY
COMPETENCES

PLURILINGUAL
AND
PLURICULTURAL?

2.6 Concluding remarks

Our starting point was a description of the didactics of plurilingualism as approaches which take plurilingualism as their starting point and objective. We have found that teachers are reluctant to support this project, despite the fact that it is part of an overall European language policy framework. The aim of this booklet is to build a bridge between scientific and political concepts and practice, and to support teachers in their move towards plurilingual didactics. Here are the principles we have retained from this reflection:

PLURILINGUALISM

- The booklet offers teaching activities designed to enrich the repertoire, our approach being centred on plurilingualism.
- We see the didactics of plurilingualism as an appropriate route to individual plurilingualism, an important prerequisite for orientation in the world.

HOLISTIC APPROACH

- Our approach is holistic, meaning that it encompasses all the components of the linguistic repertoire, from a few linguistic elements accumulated over time (during a (trans)migration journey or a tourist trip, for example), to extensive linguistic knowledge (from a variety of learning pathways).

THE REPERTOIRE AT THE CENTRE

- The starting point is the individual language repertoire. The practice sheets included in this booklet can, however, focus on certain aspects of the repertoire and target, for example, the learning of foreign languages or propose specific activities activating all the components of the repertoire.

DYNAMIC APPROACH

- Based on the dynamics of individual repertoires, all kinds of transformations are possible. We are therefore not adopting a unidirectional approach in which certain components of the repertoire (e.g. the so-called family languages) are used as resources for others (e.g. the languages of schooling). All languages and varieties can be resources and enrich each other. We explicitly encourage the link between informal learning and formal educational pathways. The languages of schooling are a resource for so-called family languages, for example.

3.1 Practice sheets

The booklet is aimed at both in-service and pre-service teachers. The main part is therefore formed by the practice sheets. On the first page, information about the described practice is presented according to the same pattern. As the learners' multilingual repertoire is the starting point for the didactic enterprise, it is important to take variation (dialects, registers, etc.) into account. On many practice sheets, "all languages/varieties" means that all elements of the repertoire are included. If certain skills are required, this is noted in the "Prerequisites" category. The level of learners is described according to the International Standard Classification of Education, abbreviated ISCED 2011 (UNESCO 2013).

LANGUAGES
AND VARIETIES

3.2 Good practice?

The practices were selected within the research group on the basis of a list of 10 jointly negotiated criteria. These criteria were developed as suggestions for identifying a good practice. Not all criteria are relevant for every practice.

10 CRITERIA

WHAT IS A PLURILINGUAL 'GOOD PRACTICE'?

1. Cognitive development

It contributes to the acquisition and development of plurilingual skills, (meta)linguistic and multicultural awareness and/or an in-depth understanding of the subject.

2. Personal development

It helps to promote plurilingualism, raise awareness of the potential of the language repertoire and help learners to realise and develop this potential.

3. Consolidation of learning outcomes

It is also plurilingual. It involves putting plurilingual skills into practice.

4. Curricular relevance

Its content corresponds to the syllabus. It does not involve any additional work.

5. Coherence
The link between the task and the learning objectives is clear. It is adapted to the group of learners (relevance to their lives and level of difficulty).
6. Creativity
It's creative, varied and motivating.
7. Multimodality
It incorporates variation in both social forms and media.
8. Feasibility
It is feasible in a teaching context.
9. Flexibility/Adaptability
It can be transferred to different thematic, social and linguistic contexts.
10. Respectful relationships
It avoids generalisations and stereotypes. It avoids judgements.

3.3 Task – scenario – step

DATA COLLECTION

The practice sheets are the result of an analysis of pluralistic approaches that have been implemented in (language) teaching and/or developed in research projects. The approaches were collected in three different ways. (1) The questionnaire distributed as part of the European study on plurilingual practices contained a specific form for describing and uploading a practice. (2) It was possible for project members to upload examples of practice. (3) Project members carried out an online search on institutional and previous project websites.

GENERAL AND PRECISE

The scenario proposals were revised and transformed into a task-based structure. This structure seemed to us to be a way of presenting plurilingual practices both at a general level and in a sufficiently precise way: the tasks had to be adaptable to the contents and contexts of the future users, while being precise in their didactic orientation. There is some diversity, as the practice sheets contain both pedagogical tasks and realistic tasks, for example (Ellis 2017). For each task, the sheets propose a scenario, i.e. a sequence of steps leading to the completion of the task. The steps are structured into instructions that describe the learners' activity. Any explanations or advice given to the teachers are in italics.

3.4 Groups of task and activities

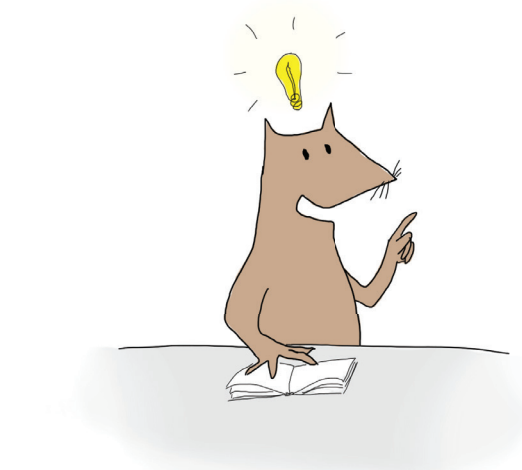
An original solution is proposed for classifying tasks and activities. For teachers, it is probably of little interest to know how scientists would classify a practice. Whether we are talking about language awareness, intercomprehension or integrated didactics, this is perhaps not the most important issue when preparing a lesson. That is why we propose a pragmatic and functional approach, focused on learning activities and objectives. The proposed categories answer the questions often asked when preparing lessons: "What are we going to do during the lesson? And why?"

The tasks are classified into three main groups: becoming aware, action and learning. This distinction allows us to focus on the actual learning activities and on three distinct, albeit interrelated, teaching objectives. The tasks are categorised according to the dominant objective in each case. Of course, other categories often come into play as well. For example, "becoming aware" is a frequent and thoroughly desirable outcome of activities that primarily pursue other objectives.

**PRAGMATIC
AND
FUNCTIONAL**

**THREE MAIN
TASK GROUPS**

BECOMING AWARE



© <https://theratillustrations.com/>

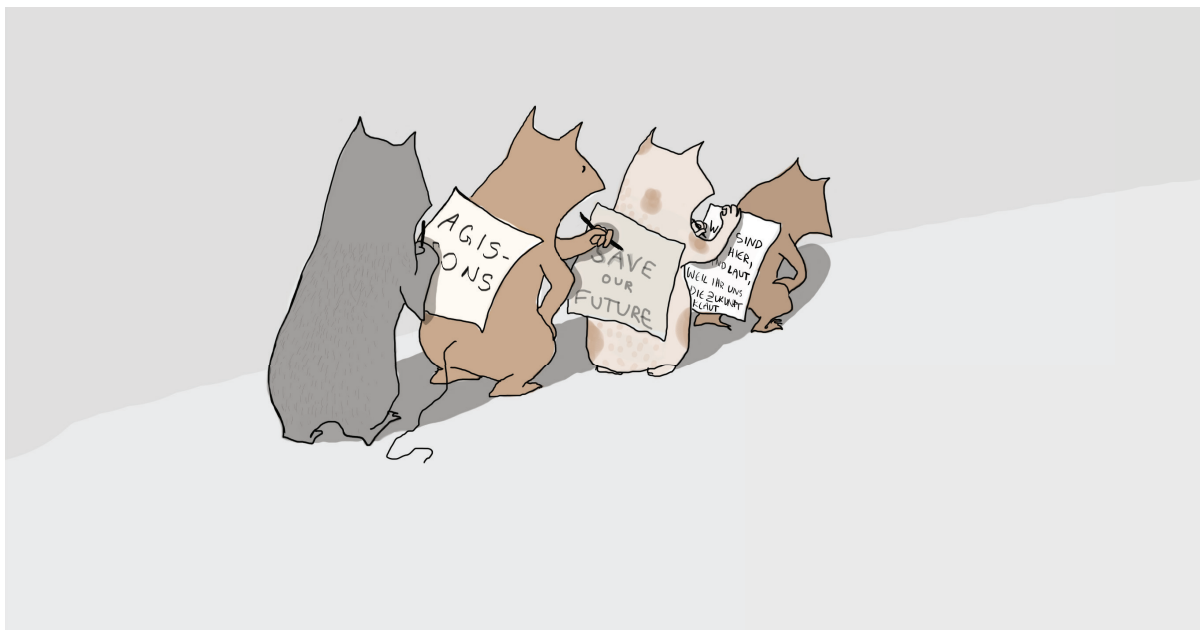
THINK, COMPARE

“Becoming aware” covers activities included in concepts such as “éveil aux langues”, “conscience linguistique”, “language awareness” or “awakening to languages” (Candelier et al. 2012). Very often, the focus is on languages and varieties “that schools do not have the ambition to teach” (Candelier et al. 2010), although it is of course also possible to develop language awareness in relation to languages that are taught. The overriding aim is to develop an explicit knowledge about the language(s)/varieties, and an awareness of how languages are learned, taught and used.

It is important to emphasise that language learning does not fall into this category. The development of language awareness is, of course, closely linked to the other two categories. Multilingual activities in the classroom can, for example, lead learners to become aware of their (limited) linguistic abilities. They recognise which of their resources enable them to perform certain linguistic tasks more confidently and establish connections to their language/learning/biography. They may notice that even in the language they know best, they are sometimes unsure and question the idea of “perfect” language competence. Or they may discover how helpful their linguistic resources are for transferring information into another language and make strategic use of internationalisms and linguistic similarities.

Practices in this category are characterised by activities such as reflecting on structure, comparing languages/varieties, guessing meaning, and recognising similarities and differences within and outside language families.

TAKING ACTION



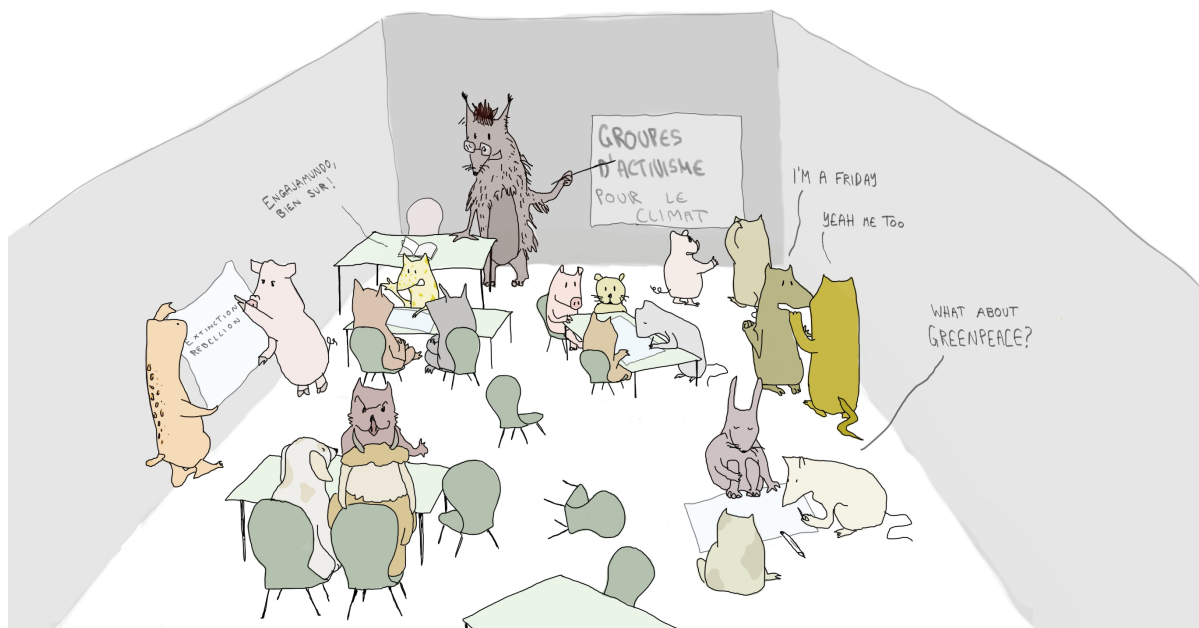
© <https://theratillustrations.com/>

This category includes plurilingual action. It can occur between learners or between learners and teachers, or even between learners and teaching materials, for example when information sought in one language/variety is translated into another. What is important is that the action is plurilingual, in other words that it mobilises resources in several languages or varieties. Within this category, the practice sheets are classified according to the activities and communicative language strategies of the CEFR (Council of Europe 2001, 2018). It should be noted, however, that a task may combine several language activities (reception-production, interaction, mediation) and strategies, and that it is not always possible to identify the most central one. In traditional classifications of pluralistic approaches, this category is not represented as such, but intercomprehension - a classic category - would be included.

**RECEPTION,
PRODUCTION,
MEDIATION,
INTERACTION**

The practices are characterized by activities such as making a speech in several languages/varieties, interacting in a plurilingual way, reading in one language/variety and presenting in another, using different languages/varieties in a multilingual context or a dialogue, etc.

LEARNING



© <https://theratillustrations.com/>

LANGUAGE(S) OR SUBJECT(S)

The third category includes plurilingual activities with a linguistic or thematic learning aim. In traditional classifications, this category is partly covered by "integrated language teaching". The latter aims at language learning through plurilingual approaches. To this linguistic objective (learning a language) we have added a thematic objective (learning a subject). The aim is to achieve a better understanding of a phenomenon by using all the elements in the repertoire (by searching for information, exchanging with colleagues or experts, etc.).

Typical activities in this category are (1) lexical, grammatical, pragmatic and other comparisons with the aim of learning one or more languages/varieties (linguistic goal) and (2) multilingual research and discussions on a topic to gain a better and deeper understanding (thematic goal).

04 REFERENCES

- Auger, N. (2023). The language diamond: An intercultural model to teach and learn (through) languages. *Education Sciences* 13(5), 520. <https://doi.org/10.3390/educsci13050520>
- Brandt, H. (2020). Sprachliche Heterogenität im Fachunterricht: Erfahrungen und Überzeugungen von Gesellschaftslehrkräften in der Sekundarstufe I. In I. Gogolin, A. Hansen, S. McMonagle & D. Rauch (Hrsg.), *Handbuch Mehrsprachigkeit und Bildung* (S. 293–299). Springer Fachmedien. https://doi.org/10.1007/978-3-658-20285-9_43
- Candelier, M., Camilleri-Grima, A., Castellotti, V., de Pietro, J.-F., Lörincz, I., Meissner, F.-J., Noguerol, A. & Schröder-Sura, A. (2012). Le CARAP: un cadre de référence pour les approches plurielles, compétences et ressources. Editions du Conseil de l'Europe, Strasbourg. <https://www.ecml.at/Portals/1/documents/ECML-resources/CARAP-FR.pdf?ver=2018-03-20-120658-740>
- Candelier, M. & Castellotti, V. (2013). Didaktik(en) der Mehrsprachigkeit(en). In J. Simonin & W. Sylvie (Hrsg.), *Sociolinguistique du contact* (S. 179–221). ENS Éditions. <https://doi.org/10.4000/books.enseditions.12366>
- Candelier, M. & Schröder-Sura, A. (2015). Les approches plurielles et le CARAP : origines, évolutions, perspectives. *Babylonia* 2, 12–19. http://babylonia.ch/fileadmin/user_upload/documents/2015-2/Baby2_15candelier_schroeder.pdf
- Cenoz, J. & Gorter, D. (2015). *Multilingual education: between language learning and translanguaging*. Cambridge University Press.
- CM/Rec(2022)1. *Die Bedeutung der mehrsprachigen und interkulturellen Bildung für eine Kultur der Demokratie*. Empfehlung CM/Rec(2022)1, angenommen vom Ministerkomitee des Europarates am 2. Februar 2022, und Begründung. <https://www.ecml.at/Portals/1/.documents/about-us/Recommendation%20and%20EM%20FR%20FINAL.pdf>
- Europarat. (2001). *Gemeinsamer europäischer Referenzrahmen für Sprachen: Lernen, lehren, beurteilen*. Langenscheidt.
- Europarat (Hrsg.). (2020). *Gemeinsamer europäischer Referenzrahmen für Sprachen. Begleitband: Lehren, lernen, beurteilen*. Ernst Klett Sprachen.
- Cortés Velásquez, D. (Hrsg.), Strasser, M. (Hrsg.), Bogensperger, T. (Hrsg.), Hülsmann, C. (Hrsg.), Zini, D. (Hrsg.), Bonvino, E., Brinkmann, L. M., Capucho, F., Damaskou, E., Gaillat, T., Gerwers, F., Gkaintartzi, A., Kitsiou, R., Kratochwil, L., Lamonaca, M., Melo-Pfeifer, S., Ollivier, C., Ribeiro, C., Vetter, E. & Wagner, P. L. (2025). *Language use in secondary and higher education: Teachers' beliefs and practices: Survey report 2025*. <https://doi.org/10.25592/uhhfdm.16755>
- Cummins, J. (2021). *Rethinking the education of multilingual learners: a critical analysis of theoretical concepts*. *Multilingual Matters*. <https://doi.org/10.21832/9781800413597>

- Ellis, R. (2017). Position paper: moving task-based language teaching forward. *Language Teaching* 50(4), 507–526. <https://doi.org/10.1017/S0261444817000179>
- Gajo, L. (2006). Von einer mehrsprachigen Gesellschaft zu einer mehrsprachigen Bildung: Feststellung und Herausforderung für den Unterricht und die Ausbildung von Lehrkräften. *Synergie monde* 1, 62–66.
- Gogolin, I. (1994). *Der monolinguale Habitus der multilingualen Schule*. Waxmann.
- Gogolin, I., Hansen, A., McMonagle, S. & Rauch, D. (Hrsg.) (2020). *Handbuch Mehrsprachigkeit und Bildung*. Springer VS. <https://link.springer.com/book/10.1007/978-3-658-20285-9>
- Grau, M. (2002). Cenoz, J., Hufeisen, B., & Jessner, U. (Hrsg.) (2001). Looking beyond second language acquisition. Studies in tri- and multilingualism. *Zeitschrift für Interkulturellen Fremdsprachenunterricht* 7(2). <https://zif.tu-journals.ulb.tu-darmstadt.de/article/id/2843/>
- Hall, S. (2008). *Rassismus und kulturelle Identität*. Argument-Verlag.
- Heugh, K. (2015). Epistemologies in multilingual education: translanguaging and gender – companions in conversation with policy and practice. *Language and Education* 29(3), 280–285. <https://find.library.unisa.edu.au/discovery/fulldisplay/alma9915914053101831/61USOUTH AUS INST:ROR>
- Mecheril, P. (2015). Kulturell-ästhetische Bildung. Migrationspädagogische Anmerkungen. *Kulturelle Bildung Online*. <https://www.kubi-online.de/artikel/kulturell-aesthetische-bildung-migrationspaedagogische-anmerkungen>.
- Melo-Pfeifer, S. & Reimann, D. (Hrsg.). (2018). *Plurale Ansätze im Fremdsprachenunterricht in Deutschland: State of the art, Implementierung des REPA und Perspektiven*. Narr Francke Attempto.
- Moore, D., Lau, S. M. C. & Van Viegen, S. (2020): Mise en écho des perspectives on plurilingual competence and pluralistic pedagogies: a conversation with Danièle Moore. In S.M.C. Lau & S. Van Viegen (Hrsg.), *Plurilingual pedagogies. Critical and creative endeavors for equitable language in education* (S. 23–45). Springer. https://doi.org/10.1007/978-3-030-36983-5_2
- OJ 2018/C 189/01, Empfehlung des Rates vom 22. Mai 2018 zu Schlüsselkompetenzen für lebenslanges Lernen. [https://eur-lex.europa.eu/legal-content/FR/TXT/PDF/?uri=CELEX%3A32018H0604\(01\)](https://eur-lex.europa.eu/legal-content/FR/TXT/PDF/?uri=CELEX%3A32018H0604(01))
- OJ 2019/C 189/03, Empfehlung des Rates vom 22. Mai 2019 zu einem Gesamtkonzept für das Lehren und Lernen von Sprachen. [https://eur-lex.europa.eu/legal-content/DE/FR/TXT/PDF/?uri=CELEX:32019H0605\(02\)](https://eur-lex.europa.eu/legal-content/DE/FR/TXT/PDF/?uri=CELEX:32019H0605(02))
- Otcu-Grillman, B. & Borjani, M. (Hrsg.). (2022). *Remaking multilingualism: a translanguaging approach*. Channel View Publications.
- Plöger, S. & Fürstenau, S. (Hrsg.). (2021). Ungewissheit als Dimension der Mehrsprachigkeitsdidaktik. Analyse einer ethnografischen Sequenz aus einer Internationalen Vorbereitungsklasse. *ZISU – Zeitschrift für interpretative Schul- und Unterrichtsforschung* 10, 70–83.

RePA. Referenzrahmen für Plurale Ansätze zu Sprachen und Kulturen. Europäisches Fremdsprachenzentrum Graz. https://carap.ecml.at/Portals/11/documents/RePA_Version3_DE_08062010.pdf?ver=2010-07-16-180914-770

UNESCO. (2012). *International standard classification of education. ISCED 2011*. UNESCO Institute for Statistics. <https://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

UNESCO. (2025). *Languages matter: global guidance on multilingual education*. <https://doi.org/10.54675/UTXF6991>

United Nations. (2015). *Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*. <https://sdgs.un.org/goals/goal4>

Vetter, E. (2012). Multilingualism pedagogy – building bridges between languages. In J. Hüttner, B. Mehlmauer-Larcher, S. Reichl, & B. Schiftner (Hrsg.), *Theory and practice in EFL teacher education: bridging the gap* (S. 228–246). Multilingual Matters.

Wegner, A. & Vetter, E. (2024). Didaktik der Mehrsprachigkeit. In J. Meier, V. Blaschitz & I. Dirim (Hrsg.), *Handbuch Mehrsprachigkeit und soziale Teilhabe: Interdisziplinäre Zugänge* (S. 117–129). Julius Klinkhardt. <https://doi.org/10.36198/9783838563060>

Wikiversité. (n.d.). *Département : Didactique des langues. Faculté de Pédagogie*. https://fr.wikiversity.org/wiki/D%C3%A9partement:Didactique_des_langues

Illustrations: <https://theratillustrations.com/>




Practice sheets

TEACHING MATERIAL

1




BECOMING AWARE

	Multilingual illustrated cards	25
	Comparing websites	27
	Plurilingual escape game	29
	A plurilingual game: "7 families"	33
	Language portfolio	36
	Multilingual digital storytelling	38




2

TAKING ACTION



RECEPTION

	Advertising spots	40
	Researching information in several languages	42
	Plurilingual songs	44

PRODUCTION

	Creating a (plurilingual) CV	46
	Plurilingual fables	48
	Plurilingual TV news broadcast	51

MEDIATION

	Travel tips for sustainable tourism	53
	Environmental crisis	55

INTERACTION

	Plurilingual debate	58
---	---------------------	----

3

LEARNING

LANGUAGE

	Plurilingual vocabulary list	60
---	------------------------------	----

SUBJECTS

	What is democracy?	62
	Presenting a national park	64

Multilingual illustrated cards

Task	Creating multilingual illustrated cards
Keywords	Playful approach, intercomprehension, language awareness
Level(s)	Lower and upper secondary education
Language(s)/ variety(ies)	All languages/varieties
Objectives	Becoming aware of the differences and similarities between languages/varieties. Expanding plurilingual vocabulary.
Duration	15 - 50 minutes
Prerequisites	No
Comments	Illustrated cards can be used in a wide variety of ways and lend themselves to creative and playful approaches.
Equipment	Illustrated cards featuring objects, characters or creatures from all over the world. Each card contains the name and characteristics of the object, person or creature as well as a short phrase in a language/variety from a region where this object, character or creature can be found. World maps (printed versions).
Practice inspired by:	Monsters of the world (CASNAV of the French Guyana education authority) Arbitrarygendersequence (CASNAV de l'académie de Guyane)

PROPOSED SCENARIO

Introduction to the topic

For example: famous people

- Gather knowledge on the subject in general.
- Discuss examples.
- Become aware of a link between the subject and different languages/varieties, for example the first languages of famous people.

STEP
01

STEP
02

Working with the world map

Only if learners need revision on this subject. Otherwise, skip this stage

- Review continents/countries/language families.
- Review geographical vocabulary.

STEP
03

Associating the illustrated cards with one (or more) countries/regions

- Receive illustrated cards and printed world maps.
- Assign the illustrated cards to a region (with the help of the language/variety used on the card).

STEP
04

Sentence translations

- Try to translate and understand the sentences written on the illustrated cards.
- Possibility of working with an index card containing different alphabets and their transliterations in the case of unknown writing systems.

STEP
05

Comparison and discussion of results

- Compare results (regional associations: regions – cards).
- Compare the languages/varieties on the cards (similarities and differences).
- Reflect on strategies used to recognise languages and lexical items.
- Consider why some languages/varieties are more easily understood/recognised than others.

STEP
06

Creation of illustrated cards using at least one unknown language/variety ...

- Make illustrated cards following the same pattern as before: picture, name, characteristics, short sentence in a language/variety from a region where this object, character or creature can be found (with the help of the Internet).
- Possibility of integrating your own languages/varieties.

Comparing websites and understanding information

Task	Compare the home pages of international organisation websites in different languages, for example Amnesty International, Greenpeace, WWF...
Keywords	Cross-linguistic research, intercomprehension
Level(s)	Second cycle of secondary education, higher education
Language(s)/ variety(ies)	All languages/varieties
Objectives	Understanding information in different languages. Comparing information.
Duration	45 - 90 minutes
Prerequisites	No
Comments	In today's multilingual world, it is essential to be able to research and compare information from different sources. By integrating sites and authentic sources in different languages/varieties, we can add a plurilingual dimension to this research. Reception and comparison skills improve. In some cases, all you must do is go to the organisation's page and change the language. In other cases, you need to search for the site with the extension corresponding to various countries (.de for Germany, .fr for France, .at for Austria for example).
Equipment	Video projector, computers or tablets, Internet access
Practice inspired by:	Plurilingual website analysis (ECML, Malediveproject)

PROPOSED SCENARIO

Discussion of expected outcomes

- Discuss the similarities and differences that would be expected on the home pages in different languages for the same international organisation.

STEP 01

STEP 02

Plenary comparison

- Look at an organisation's home page in a language other than the target language or the language of schooling.
- List what you have understood and what has helped you to understand.
- View the home page of the same organisation in different languages.
- List the similarities and differences

Small group comparisons

- Carry out the same work, in small groups, on the websites of other organisations.
- Try to understand the similarities and differences.
- List the things that make it possible to understand unfamiliar languages/varieties.

STEP 03

STEP 04

Exchange of results

- Exchange about the reasons for differences and similarities.
- Exchange the results of understanding information in an unfamiliar language/variety.

Plurilingual escape game

“Mission Alpha: Saving languages”

Task	Solving riddles about linguistic diversity
Keywords	Problem solving, deciphering, observation, cross-comprehension, cross-linguistic approach, collaboration, playful approach
Level(s)	Lower and upper secondary education
Language(s)/variety(ies)	All languages/varieties
Objectives	Becoming aware of linguistic diversity. Develop problem-solving and cooperative skills. Develop learning strategies (analysis, deduction, etc.). Promote cognitive processes such as knowledge transfer. Develop metalinguistic skills.
Duration	90 min (60 min game + 15 min role-play + 15 min feedback)
Prerequisites	Having a basic knowledge of different languages and alphabets. Being able to recognise and analyse logical patterns. Being able to collaborate in groups and share clues.
Comments	It's an escape game that unfolds in 7 puzzle stages, according to the following scenario: Artificial intelligence triggers a program to eliminate the world's languages, making all human communication impossible. The players, acting as secret agents, set off on Mission Alpha. They are sent to a data centre in the past and given an hour and a half to deactivate the program before it's too late. To do this, they must locate a four-digit code at each puzzle stage, which they combine at the end of the last puzzle to obtain the passcode that will deactivate the program and restore linguistic diversity. The game given as an example is in French.
Equipment	A map of the space with the stages of the game, a digital audio player for reproducing the audio files, a computer, a chronometer, printed and laminated documents (labels with words in several languages, calligrams and multilingual dominoes), QR codes, sheets and pens, Internet access, tablets with a QR code reader.
Practice inspired by:	European Day of Languages 2019 (Institut Français, Association DuLaLa and EUNIC network) https://www.dulala.fr/wp-content/uploads/2019/09/escape_game_multilingue_telechargement-v2.pdf

PROPOSED SCENARIO

The starting point. Riddle: A cloud of multilingual words

- Identify the 4 words that appear most often in several languages. The code is obtained by putting the number of languages in which each word occurs in ascending order. For example, if the 4 most frequent words are democracy (in 7 languages/varieties), theatre (in 9 languages/varieties), philosophy (in 7 languages/varieties), mathematics (in 6 languages/varieties), then the code will be 9776.

STEP
01

STEP
02

Riddle: The missing words

- Complete a text written in the language of instruction using borrowings from other languages, taken from a list of words given in advance. The code is obtained by counting the numbers of letters in the four shortest words and arranging them in ascending order.

Riddle: Language families

- On a map of the world, associate the coloured areas with language families (e.g. Romance languages, Slavic languages, Sino-Tibetan languages, etc.). For each family identified, a representative key word is given (e.g. «Spanish» for Romance languages, «Russian» for Slavic languages). The players have to count the number of letters in these keywords. The code is made up of the number of letters in the key words of the language families, placed in a specific order (e.g. alphabetical order of the families or ascending order of the numbers).

Example: If the players correctly match the coloured areas to the language families, they will get :

- Romance languages → «Français» (8 letters)
- Slavic languages → «Russian» (5 letters)
- Germanic Languages → «German» (7 letters)
- Sino-Tibetan languages → «Mandarin» (8 letters)

In this case, the final code is 5788.

STEP
03

STEP
04

Riddle: Echoes of Languages

- Listen to audio recordings of people speaking different dialects.
- Match each extract with one of the dialects on offer.
- Once the languages have been identified, form groups according to their linguistic proximity. Here is an example:
 - Occitan + Catalan (group 1)
 - Sicilian + Neapolitan (group 2)
 - Frisian + Dutch (group 3)
 - Serbian + Croatian (Group 4)
- Each group of languages/dialects corresponds to a secret number, provided either in a correspondence table or according to a logical rule (e.g. number of common vowels in the given words). Example:
 - Occitan Group + Catalan → 5
 - Sicilian Group + Neapolitan → 3
 - Frison Group + Dutch → 7
 - Group Serbian + Croatian → 9
- Put the numbers in ascending order to obtain the final code. In this case, the code is 3579.

Riddle: The word equation

- *Prepare:*
 - 8 cards, each with a short phrase in a different language on the front (e.g. «How are you doing?», «What's your name?», etc.), and an element of a mathematical sequence (a number or an operation symbol) on the back.
 - A recorded audio file with the 8 sentences in the corresponding languages.
 - A mathematical sequence designed to lead to a four-digit number, necessary for the rest of the game.
- Listen to the audio file where the 8 sentences are spoken in random order.
- For each sentence, find the corresponding card and place it in the listening order.
- Once the 8 cards are in the right order, turn them over to reveal the numbers and mathematical operations.
- Carry out the calculations in the given order in order to find the 4-digit code.

Example of a mathematical sequence:

Maps and contents overleaf:	Resolution:
Map1:250	$250 + 150 = 400$
Map2:+ 150	$400 \times 2 = 800$
Map3: \times 2	$800 - 300 = 500$
Map4: - 300	$500 \div 2 = 250$
Map5: \div 2	$250 + 900 = 1150$
Map6:+ 9	$1150 \times 3 = 3450$
Map7: \times 3	$3450 - 200 = 3250$
Map8: - 200	Code → 3250

STEP
05

STEP
06Riddle: Plurilingual calligram
"Everyday food"

- Receive a calligram made up of words from the food vocabulary (eg. bread, milk, apple, rice, cheese) in several languages. The calligram takes the form of a food-related image, such as a shopping basket. The words are placed on a continuum, requiring to observe and analyse them in order to identify them.
- Look at the calligram and identify the words they already know, using linguistic clues (alphabet, diacritics, similarities with their mother tongue or other languages they know). Once the words have been identified, point out which language they come from. For example, the word «pomme» may be in French, «apple» in English, «manzana» in Spanish and «Apfel» in German. The code is made up of the number of languages identified in the calligram, the number of different writing systems, the number of words belonging to the same language and the number of languages belonging to the same linguistic family as the school language.

STEP
07

The finishing point.

Riddle: Plurilingual domino

- Receive domino cards with computer parts in different languages and a reference list with translations of the terms used. Each domino is made up of two halves: one half contains a word in a given language. The other half contains a word in another language.
- When creating the cards, make sure to vary the language combinations.
- Take turns placing a domino by matching a word with its equivalent in another language.
- Gather all the four-digit codes obtained previously.
- Solve a sequence of seven mathematical operations defined by the teacher, inserting the codes to obtain the final code that will prevent the languages from being destroyed. Only the teacher knows this final code.
- If the group finds all the previous codes, it will obtain the correct four-digit final code, and the game will be successfully completed.

A multilingual game: “7 families”

Task	Creating a multilingual game
Keywords	Playful approach, intercomprehension, transfer, intercultural awareness
Level(s)	Lower and upper secondary education
Language(s)/ variety(ies)	All languages/varieties
Objectives	Using/understanding pictorial expressions related to body parts in different languages. Cultivating intercultural awareness. Reinforcing oral comprehension and expression.
Duration	6 to 8 sessions of 45 min each
Prerequisites	Having a basic level of understanding of the target languages (French, Greek, English, etc.), particularly for everyday expressions.
Comments	The aim of this card game is to explore idiomatic expressions related to parts of the human body in several languages, and to organise them into „families“ of expressions. The aim is to associate the expressions with their meanings and to discover the links between languages through idioms.
Equipment	Computers or tablets connected to the Internet, cardboard, felt pens and coloured pencils.
Practice inspired by:	French Institute of Greece, Concours de la Francophonie 2022. Subject for level A1. https://www.ifg.gr/wp-content/uploads/2021/11/A1-Le-cheval-dHenri-IV.pdf

PROPOSED SCENARIO

Preparation

- Form small groups
- Choose one or more parts of the body (for example, "eyes", "hands", "head", "feet").

STEP
01

STEP
02

Search for idiomatic expressions

- Look for expressions related to the chosen part of the body. Look up idiomatic expressions on the Internet or discuss with others to find expressions in the school language, their family language(s) or any other language/variety they choose.
- Possibility of consulting dictionaries or other reference works. Possibility of interviewing proficient language users.

Categorisation and selection criteria for expressions

- Classify the expressions found in different categories. For example:
 - Emotions/behaviours (e.g. "to have eyes bigger than your stomach").
 - Actions (e.g. "to have one foot in the grave").
- Apply certain selection criteria to guarantee the richness of the expressions chosen:
 - Relevance and everyday use. For example, expressions used in everyday life, expressions that are understood by a wide audience.
 - Cultural significance. Expressions that reflect local values, beliefs or customs.
 - Diversity. Expressions that cover a wide variety of fields.
 - Cross-linguistic comparison. Expressions with equivalents or variations in other languages, in order to compare cultural and linguistic nuances between languages. Example:
 - French: "Avoir un cœur d'artichaut" (to fall in love easily).
 - Greek: "Έχω καρδιά αγκινάρα" (same meaning, but sometimes perceived differently in Greek culture = someone with an open heart).

STEP
03

STEP
04**Collective presentation of expressions**

- Present the expressions found in class and explain their meaning.

Creating cards with expressionsSTEP
05

- Create 6 cards based on the expressions found. Each card will contain:
 - an illustration: Draw or create an image that illustrates the expression (for example, for the expression “to have the eyes of an eagle”, an image of eyes looking into the distance).
 - an explanation: Include in each card a brief explanation of the expression and its translation (for example, “Avoir un œil de lynx” in French, “To have the eyes of a hawk” in English, “ein Auge wie ein Luchs haben” in German).
 - a translation: Translating the expression into the language of schooling.
- Decorate the cards creatively, either with drawings or using other materials (collage, mixed media, etc.).

STEP
06**Setting up the game in class**

- Form groups. Each group in turn draws cards and tries to put together 4 cards from the same family (one for each expression linked to a part of the body). Score a point when all the cards in a family have been put together.
- For each card drawn, explain the expression to the others and try to translate it correctly. If the translation is correct, the card is added to their family.



Identify linguistic equivalents in other languages/varieties in order to deepen knowledge of different expressions across languages.

Language portfolio

Task	Create your own language portfolio
Keywords	Self-assessment, metalinguistic awareness, plurilingual awareness, linguistic reflection
Level(s)	Lower and upper secondary education
Language(s)/ variety(ies)	All languages/varieties
Objectives	Developing plurilingual awareness and competence. Developing autonomy in learning. Assessing plurilingual skills.
Duration	From one month to four months.
Prerequisites	No
Comments	Learners are actively and creatively involved in the creation of their language portfolios, in which they can include a variety of resources that illustrate their experiences, feelings and language journeys. They are encouraged to reflect on their plurilingualism in a multimodal way, to produce plurilingual resources, and to interview family members, community members and peers in different languages/varieties to document their experiences of plurilingualism. The teacher sets up regular feedback sessions to reinforce cross-linguistic understanding, validate all the languages spoken in the classroom and encourage peer feedback.
Equipment	Mobile phones for recording interviews, videos, songs, popular culture resources, vocabulary lists, essays, etc.
Practice inspired by:	https://www.coe.int/en/web/lang-migrants/european-language-portfolio-elp-

PROPOSED SCENARIO

Introduction of the language portfolio

- Observe the structure and content of a language portfolio (e.g. the European Language Portfolio).
- See examples of what can be included, such as written texts, reflections, experiences, popular culture texts, vocabulary lists and media (e.g. photos, videos, podcasts).

STEP
01

STEP
02

Linguistic reflection

- Think about how you use different languages/varieties in different contexts (the languages you speak at home, learn at school, or are exposed to), and how you feel about using each language/variety.
- Note down/illustrate/record in video or audio format your language learning experiences.

Introduction of language repertoires

- Presentation of one's own language repertoire in class by showing recordings in video or audio format of dialogues, interviews, songs, stories, etc. in the languages/varieties spoken at home, of origin, heard in the neighbourhood, etc.
- Provide transcriptions and translations.

STEP
03

STEP
04

Creation of a multilingual product

- Highlight one's linguistic resources by creating a multilingual story, poem, slam or song, integrating at least two different languages/varieties.
- Show the multilingual productions.

Presentation of language portfolios

- Present and share portfolios in class.
- Compare the similarities and differences between different portfolios.
- Reflect on how the creation of a language portfolio contributes to the development of plurilingual competence and awareness.

STEP
05

Multilingual digital storytelling

Task	Create a short autoethnographic video (or podcast)
Keywords	Linguistic repertoire, digital approach, emotions
Level(s)	Lower and upper secondary education, higher education
Language(s)/ variety(ies)	All languages/varieties
Objectives	Becoming aware of the differences and similarities between the use of languages/varieties. Reflecting on yourself and others in terms of the linguistic dimension.
Duration	50 - 100 minutes
Prerequisites	Knowledge of at least two languages/varieties
Comments	Linguistic digital storytelling combines the practice of storytelling (plurilingual or metalinguistic) with digital technologies. The linguistic dimension is achieved either in the content and/or in the multilingual realisation of the narrative. The degree of complexity of the procedure and content can be adapted to the individual teaching and learning context.
Equipment	Device for recording a video or podcast
Practice inspired by:	Critical Connections: Multilingual Digital Storytelling Project Handbook for teachers (phf & Goldsmiths University of London) Narrative Didactics Research Group

PROPOSED SCENARIO

Reflecting on languages/varieties around you

Thinking about:

- Places or people that you associate with certain languages/varieties
- Feelings about certain languages/varieties
- Languages/varieties that one perceives as their own.

STEP
01

STEP
02

Creating a linguistic portrait

This stage is an additional preparatory exercise and therefore optional.

- Draw up an individual linguistic portrait.
- A model can be provided ([here is an example: https://heteroglossia.net/Sprachportraet.123.0.html](https://heteroglossia.net/Sprachportraet.123.0.html)), but you can also give free rein to creativity.
- Present, discuss and compare results.

STEP
03

Shooting a video/podcast

- Make a video/podcast and talk about the places you associate with certain languages/varieties; reflections.
- Possibility of using all the languages/varieties in the language repertoire and of adding images (in the case of a video).

Advertising spots

Task	Creating plurilingual advertising slogans
Keywords	Advertising, intercomprehension, multilingual production
Level(s)	Lower and upper secondary education
Language(s)/ variety(ies)	All languages/varieties
Objectives	Analysing commercials in terms of content and structure. Creating advertising slogans.
Duration	90 min
Prerequisites	No
Comments	Thanks to their brevity, diversity and simplicity of content, advertising spots make good authentic material for language teaching. What's more, in addition to the linguistic aspect, they can be analysed at other levels, from a societal, cultural or psychological perspective.
Equipment	Computer with Internet connection; video projector. A collection of various advertising spots on YouTube, each in a different language/variety. You can select spots that deal with a subject you want to discuss in class (e.g. food, health, etc.).
Practice inspired by:	Intermove+ project- Unit 1

PROPOSED SCENARIO

Advertising spots

- Identify the aims of advertising spots.
- Characterise them in terms of their structure.
- Possibility of adding a historical aspect: origin and development of advertising spots.
- Possibility of creating a mind map.

STEP
01

STEP
02

Advertising spots – Viewing examples

- Identify the language(s)/varieties of each spot.
- Compare the videos.
- Choose the one you find most effective and justify your choice.

Content analysis and comparison

- Take notes on the content: product, message, target group, etc.
- Compare notes and discuss in small groups.
- Create tables with the results for each spot.
- Compare the different tables in plenary.
- *Possibility of showing the spots or certain parts again.*
- Possibility of creating a mind map or word cloud for each spot.

STEP
03

STEP
04

Advertising slogans

- Quote slogans already known by members of the class.
- Identify the slogans in the spots analysed.
- *Possibility of showing other spots containing the same typical phrases/slogans (perhaps from the same brand).*

Creation of advertising slogans

- Write advertising slogans (choose the theme, respect the structure identified in stage 1 and use at least two languages/varieties).
- Possibility of integrating class languages/varieties.
- Possibility of creating and displaying posters in the classroom.

STEP
05

Creation of a multilingual advertising spot in small groups



- Choose a theme.
- Use at least two languages/language varieties.
- Write the script and create a slogan.
- Record the spot on video.
- Watch and comment on product spots.
- Possibility of integrating class languages/varieties.
- An opportunity to reflect on the advantages of multilingual spots.
- Search for examples of advertising spots online.

Researching information in several languages

Task	Present topics of interest based on information in several languages.
Keywords	Multilingual research, multilingual reception and production, intercomprehension
Level(s)	Lower and upper secondary education, higher education
Language(s)/ variety(ies)	All languages/varieties
Objectives	Understanding information in different languages. Constructing knowledge from different sources (in several languages). Developing an awareness of sustainable development and ethical and civic behaviour (if these themes are chosen).
Duration	60 - 90 min
Prerequisites	No
Comments	You could choose subjects related to sustainable development (energy saving, water saving, sustainable transport, sustainable tourism, etc.) or citizenship (ethical behaviour online, participation, etc.).
Equipment	Computers and Internet access
Practice inspired by:	Wolfgang Miksits (on weaving).

PROPOSED SCENARIO

Choice of topic

- Make a list of topics of interest to the learners (e.g. related to sustainable development or citizenship).
- Form groups and choose a topic for each group.

STEP 01

STEP 02

Search for information in different languages

- In small groups, search for information on the chosen subject on websites in different languages in which receptive skills exist.
- *A list of languages can be drawn up in advance and languages close to the learners' own languages can be included.*
- Possibility of using digital reception aids.
- *A selection of sites can be suggested.*
- Search for definitions and information on the origins and development of the subject.
- Compare and check the information.
- Select royalty-free images.

STEP 03

Summary and presentation of results

- Summarise the information found and prepare a presentation using a slideshow, incorporating words learnt in different languages/varieties.
- Possibility of creating posters instead of slide shows.



- Discuss the differences between the information on different websites in different languages.
- Try to understand where they come from.

Plurilingual songs

Task	Creating plurilingual lyrics for a song
Keywords	Plurilingualism, songs, reception and production
Level(s)	Upper secondary education
Language(s)/ variety(ies)	Flexible, but preferably languages/varieties from the same family as those already known.
Objectives	Comment on plurilingual songs after listening. Producing plurilingual lyrics for a well-known song. Working on phonetics and prosody by singing the words produced.
Duration	90 min
Prerequisites	Knowledge of at least two languages/varieties
Comments	Plurilingualism is a widespread phenomenon in the world of singing. Taking advantage of it in the classroom creates a moment of pleasure, learning and openness to linguistic diversity.
Equipment	Plurilingual songs. Here are some examples: <ul style="list-style-type: none"> • Charlie Winston : Tongue tied [English, French, Spanish] • Ateez : Ice on my teeth [English, Korean] • Naimka ft. Black M : Je ne parle pas français [German, French] • Louane : Je vole [French and French sign language] • Abbude & Ibo Diab : Jamilia [Arabic, German] • RiceBoylui: Rap song in 6 different languages [English, Korean, Spanish, Russian, German, Chinese] • Vanessa Marín & Matias Damásio - Porque queremos vernos [Spanish, Portuguese]
Practice inspired by:	Materials by Daniella Ringhofer and the poem Äpfelchen in Bosnian/Croatian/Serbian (B/K/S).

PROPOSED SCENARIO

A plurilingual song

- Listen to the song twice: the first time to enjoy the music, the second time to try and guess and understand some of the words/ theme.
- Name other plurilingual songs.

STEP
01

STEP
02

The video clip for the song

- Watch the video clip while listening to the song again.
- Explain the link between the images and the words.
- Justify the presence of several languages/ varieties in the song.
- Possibility to activate subtitling and discuss its use.

Creating plurilingual lyrics

- Choose a well known song.
- Rewrite this song to make it plurilingual (work in small groups), while respecting the rhythm and rhyme scheme.

STEP
03

STEP
04

Proposals from each group

- Each group sings their song, or the whole class sings the song with the help of projected lyrics. There are often instrumental versions of songs on the Internet, which can be used in this stage.
- *Possibility of organising a Festival of Plurilingual Songs in the classroom.*

Creating a (plurilingual) CV

Task	Creating a (plurilingual) CV
Keywords	Citizenship, reception, written production, translation
Level(s)	Lower and upper secondary education
Language(s)/ variety(ies)	All languages/varieties
Objectives	Understanding texts in different languages/varieties. Expanding plurilingual vocabulary. Familiarising yourself with the structure and vocabulary of a CV.
Duration	30 - 50 min
Prerequisites	No
Comments	Because CVs have a clear structure and a generally similar format, they are easy to compare linguistically and quick to understand, even without mastering the language or variety. They also provide an excellent opportunity to familiarise yourself with the vocabulary specific to CVs in different languages.
Equipment	Computers, laptops or tablets and internet access.
Practice inspired by:	Creating an online CV (Lingu@num project)

PROPOSED SCENARIO

Introduction to the subject of CVs

- Discuss in plenary the linguistic, textual and content characteristics of a CV.
- Exchange experiences with CVs.
- Possibility of creating a mind map or an information sheet.

STEP
01

STEP
02

Search for international CVs

- Search online for a number of CVs in different languages/varieties (e.g. LinkedIn, ...)
- Possibility of working in pairs or groups.
- Try to understand as much as possible.
- Create a multilingual vocabulary list.
- Analyse and compare the structure of CVs.

Comparison and list enrichment

- Compare the lists you have created with those of the other learners.
- Reflect on linguistic differences and similarities.
- Complete the lists with words in the languages/varieties selected by the other groups.
- Discuss comprehension strategies in class.

STEP
03

STEP
04

Creating a CV

- Create your own CV (real or invented) with the help of the lists.
- Any known language/variety can be used.
- Possibility of creating a multilingual CV.
- Possibility of making posters and of presenting them.

Plurilingual fables

Task	Creating a collection of plurilingual fables
Keywords	Reception, written production, cross-linguistic mediation, creativity
Levels	Lower and upper secondary education
Language(s)/ variety(ies)	All languages/varieties
Objectives	Developing plurilingual reception skills. Becoming aware of plurilingualism and (meta-)linguistic reflection. Producing a multilingual text.
Duration	100 - 150 min
Prerequisites	No
Comments	Fables are generally very well known and, since they often exist in different languages and versions, they can be easily compared with one another. What's more, as the themes of fables are often familiar, they provide an excellent basis for the production of short multilingual texts.
Equipment	Printed texts of fables; sheets and copies of illustrations of the fables. Examples of fables: Categoría: Tradicional Sardegna DigitalLibrary Fabulinis Ti racconto una fiaba Gutenberg: Romanian Fairy Tales
Practice inspired by:	Manual activity Unu,dy, sân! - Proposte operative per la didattica plurilingue nella Scuola del Primo ciclo.

PROPOSED SCENARIO 1

Introduction to fables in general

- Discuss in plenary the characteristics of the textual genre "fable" and the fables known.
- Possibility of creating a mind map or information sheet on the textual genre.

STEP
01

STEP
02

Reading the fables in groups

- *Distribute a different fable in a language/variety that all the members of each group understand.*
- Read the fables and make a few notes about the content.
- Discuss the fables you have read.
- Compare with other versions known, pointing out what they have in common and what they do not.

STEP
03

Writing multilingual fables based on images

- *Distribute a series of images corresponding to each fable to the groups.*
- Arrange the pictures according to the text you have read and use them as a support to rewrite the fable.
- Rewrite the fable:
 - Option A: Imagine which languages/varieties the characters understand and use, rewrite the dialogues and tell the story in another language/variety.
 - Option B: Describe each picture in another language/variety. Each language/variety must be used just once per story.
- Possibility of working with the Internet and dictionaries.
- Possibility of integrating languages/varieties of the classroom.

STEP
04

Presentation to the class

- Present the multilingual fables in front of the class and answer any questions.
- Possibility of working in stations (*where the pupils carry out various activities at their own pace, alone or in groups*).

STEP
05

Creation of a collection of pluri-/multilingual fables

- Bring together the fables from each group in a collection.



Language comparison

- Discuss the production of multilingual texts and the languages/varieties used.
- Analyse the differences/similarities between the languages/varieties.
- Reflect on the difficulties encountered during this work.

PROPOSED SCENARIO 2

Introduction to fables

- Discuss in plenary the characteristics of the textual genre "fable" and the fables known.
- Possibility of creating a mind map or information sheet on the textual genre.

STEP 01

STEP 02

Reading the fables in groups

- Give each group a different fable in a language/variety unknown to them. The text should be accompanied by pictures.
- Try to read and understand the fables with the help of the pictures, a similar fable already known or another language, and make a few notes about the content.
- Reflect on the unknown language/variety and on understanding the text.

Writing plurilingual fables based on images

- Distribute a series of images corresponding to each fable to the groups.
- Arrange the pictures according to the text you have read and use them as a support to rewrite the fable.
- Rewrite the fable.
 - Option A: Imagine which languages/varieties the characters understand and use and rewrite the dialogues and tell the story in another language/variety.
 - Option B: Describe each picture in another language/variety. Each language/variety must be used just once per story.
- Possibility of working with the Internet and dictionaries.
- Possibility of integrating languages/varieties of the classroom.

STEP 03

STEP 04

Presentation to the class

- Present the multilingual fables to the class and answer questions.
- Possibility of working in stations (*a course of stations where pupils carry out various activities at their own pace, alone or in groups*).
- Discussion

Creation of a collection of pluri-/multilingual fables

- Bring together the fables from each group in a collection.

STEP 05



Language comparison

Possibility of distributing the texts a second time in a known language/variety so that the two versions can be compared

- Discuss the texts of the fables.
- Discuss the production of plurilingual texts and the languages/varieties used.

Plurilingual TV news broadcast

Task	Simulate a short TV news broadcast using several languages/varieties
Keywords	Simulation, code-switching
Level(s)	Lower and upper secondary education
Language(s)/ variety(ies)	All languages/varieties
Objectives	Improving oral and presentation skills. Developing plurilingual skills
Duration	100 - 200 min
Prerequisites	Knowledge of at least two languages/varieties
Comments	TV news broadcasts are available online in many languages. This task allows learners to familiarise themselves with the format and practice plurilingual oral production and pronunciation.
Equipment	Projector, internet, camera (optional)
Practice inspired by:	Materials of CEBS

PROPOSED SCENARIO

Familiarisation with the format of a TV news broadcast

STEP
01

- Discuss the characteristics of a TV news broadcast (beginning, end, content, presentation).
- Create a mind map with the class's suggestions.
- Watch together some clips from TV news broadcasts in various languages to discover additional characteristics.

STEP
02

Formation of groups and selection of information

- Form small groups.
- Choose the information according to interests or from suggested topics (e.g. relevant or international news).
- Research news online and take notes.
- Analyse once again excerpts from several TV news broadcasts, to see which information is mentioned and how the news is presented. Collect typical phrases used in each language/variety.

Writing a multilingual script and preparing for the presentation

STEP
03

- Establish rules for language/variety changes in the script (e.g. report the facts of an event in a given language/variety, talk about the consequences in another, interview an expert in another, etc.).
- Use as many languages/varieties as possible.

STEP
04

Presentation

- Present the TV news broadcast in front of the class.
- Possibility of letting the learners record themselves, show the video in class and add subtitles.

Travel tips for sustainable tourism

Task	Recommend, on a travel advice platform or within the class, a popular place (country, region, town, district, restaurant, bar, etc.) that you would like to share with people interested in sustainable tourism.
Keywords	Interlinguistic mediation, sustainable tourism, digital citizenship
Level(s)	Lower and upper secondary education, higher education
Language(s)/ variety(ies)	All languages/varieties
Objectives	Finding and using information in one or more languages to communicate in another. Checking information before sharing it. Raising awareness of sustainable tourism.
Duration	50 - 100 min
Prerequisites	No
Comments	The real, personal exchange of experiences, opinions and insider tips with interested individuals can be motivating. The multilingual dimension is very present: learners obtain information in the local language/variety in order to transmit the information in the target language.
Equipment	Computers, tablets or smartphones and Internet access
Practice inspired by:	Promoting a destination on a forum travel (Lingu@num project) Share a travel itinerary (Lingu@num)

PROPOSED SCENARIO

Discovering websites and choosing a publishing platform

STEP
01

To be done if you want to publish on a platform. Otherwise, skip this step. You could suggest travel forums or tourist guides ([Routard](#) ...), wikis ([Wikivoyage](#), [Wikitravel](#)...) or sites for sharing travelogues ([Polarsteps](#) ...).

- Explore the purpose of the platforms and the topics covered.
- Read the terms of use, the advice given on the platform and the rules of conduct.
- Possibility, on multilingual platforms, of doing this work in various languages/varieties known.
- Choose a platform on the basis of its content and ethical, social and environmental criteria, confidentiality ...

STEP
02

Choosing a subject based on sustainable and responsible criteria

- Discuss definitions ([gstc.org](#)): sustainable, responsible and eco-tourism.
- Decide what you want to do/what you're going to talk about: a recommendation for a café, a restaurant, something to see or do, etc. Think about what readers might be interested in.
- Discuss selection criteria for promoting [sustainabletourism](#) and reflect on the possible environmental and societal impacts of a recommendation.
- Make a definitive choice.

Observation of publications similar to the one envisaged

STEP
03

- Search (on the platform) for texts similar to the one to be produced.
- Observe what users say and how they say it. Identify structures and words that can be reused.
- List the information you wish to provide.

STEP
04

Check the information to be shared

- Verify the information you have and complete it with online research or directly on site (e.g. by calling the restaurant you want to present).

Drafting and publication of contributions

STEP
05

- Write contributions in the target language.
- Possibility of using dictionaries and/or writing aids and/or AI.
- Have other learners and possibly the teacher proofread it.
- Publish online or share with other learners in the class.

Environmental crisis

Task	Create a subtitled video
Keywords	Environmental issues, digital citizenship, oral production, translation, written interaction.
Level(s)	Upper secondary education and higher education
Language(s)/ variety(ies)	All languages/varieties
Objectives	Communicating in a real social context. Identifying local environmental problems. Creating a video. Creating subtitles for the video. Replying to comments on social networks.
Duration	180 min (or more if you plan to respond to online comments on the videos).
Prerequisites	Knowledge of at least two languages/varieties.
Comments	Producing a video is a motivating activity, combining work on content with the use of technology. This practice thus integrates plurilingualism, citizenship and digital literacy.
Equipment	Camera (mobile phone, tablet, photo and video camera, etc.) and free editing software.
Practice inspired by:	Create a short video (Lingu@num project)

PROPOSED SCENARIO

Social networks

- Discuss social networks and/or platforms: types of formats, platforms, existence of subtitles, advantages of subtitles.
- You can consult platforms such as reporterre.net or [greenpeace](https://greenpeace.org) (look for the (inter)national versions, so that you can work in several languages).
- Watch and analyse examples of videos/reels etc. on environmental issues: means used to capture or maintain the attention of their audience, video composition (textual elements, staging, set design, animations, sound effects, etc.).

STEP 01

STEP 02

The script

- Discuss local environmental issues.
- Choose the problem(s) to be addressed by each small group, the target audience and the length of the video.
- Write the scenarios (in small groups).
- Present the first versions in class and discuss possible improvements and changes.

Shooting the video

For editing, a free software can be used: [Video processing software, CapCut](https://www.blender.org/) or smartphone applications such as InShot, VN video editor.

- Record and show videos (in class or outside)

STEP 03

STEP 04

Adding subtitles

- Choose the language/variety for the subtitles of each video (possibility of integrating class languages/varieties).
- Use the software mentioned above and [automatic dictionaries and translators](#)

Finalisation

- Choose and insert other elements such as a short description, title, hashtags, music, etc.

STEP 05

STEP
06**Presentation of the videos in class or publication online**

- Show the videos in class, ask/answer questions and give/receive feedback.
- If you decide to publish them, put the videos online on the chosen platform.
- If the publication is open to comments, discuss how to respond to the reactions (positive or negative) of Internet users.

**Creating a learning diary**

- Reflect on working with different languages/varieties: languages used for the video and subtitles, differences and similarities between these languages, transcription and translation, difficulty of the different stages.
- Possibility of working in groups.
- Possibility of discussing it in a discussion circle.
- Possibility to compile the journals into a shared book.

Plurilingual debate

Task	Express an opinion on a subject using a variety of methods and languages/varieties. Reflect on the use of different languages/varieties.
Keywords	Using different languages in spoken language, flexible use of different languages.
Level(s)	Upper secondary education
Language(s)/ variety(ies)	All languages/varieties
Objectives	Learning to navigate between different languages/varieties
Duration	50 - 100 min
Prerequisites	Knowledge of at least two languages/varieties
Comments	A plurilingual debate is based on the flexible use of different languages/varieties (e.g. code-switching, calques, borrowing, translanguaging), i.e. alternating between two or more languages/varieties in the same conversation, sentence or even word. Practising code-switching means preparing to act flexibly in a multilingual context. What's more, this activity encourages fluency and communicative skills.
Equipment	The participants sit in a circle and agree on a topic for debate (linked to the challenges and objectives of sustainable development and citizenship, for example). It is also possible to talk about a text, a film, etc.
Practice inspired by:	Kristin Fawaz and Chrissy Sibley from VIPTeacher.

PROPOSED SCENARIO

Preparation for the debate

Option A:

- Reflect on the ways of speaking in one's family or between friends when they use words in different languages/varieties.
- Reflect on the reasons for code-switching.
- *Learners should realise that the flexible use of languages is a natural part of communication and that there is only one rule: the actors must understand each other. So languages can be changed between interactions, sentences and within a sentence. Choose a topic for the debate.*
- Prepare a few arguments on the subject in at least two languages/varieties and take notes.
- Groups can be formed: for and against, different perspectives, etc.
- Possibility of establishing rules if there is no flexible use of languages/varieties: change of languages/varieties after a certain time, after each argument, between general arguments and examples, etc.

Option B – TV debate:

- In a small group, prepare a few arguments on a subject (chosen or assigned) in at least two languages/varieties and take notes.
- Do a few test laps.
- Roles can be assigned: for and against, different perspectives, expert, journalist, moderator, etc.
- Possibility of establishing rules if there is no flexible use of languages/varieties: change of languages/varieties after a certain time, after each argument, between general arguments and examples, ...

STEP 01

STEP 02

The debate

Option A:

- In a circle, start discussing
- To begin with, propose an initial argument to which the other participants respond
- Each person must speak at least once.

Option B – TV debate:

- Each group presents its televised debate
- *The teacher can choose to act as moderator*
- Possibility of integrating the "public" by giving them an opportunity to ask questions (in a multilingual manner).

Reflection

- Consider the following points: perception of flexible language use/code-switching; successes and difficulties during the debate; reasons for language choice and language changes

STEP 03

Plurilingual vocabulary list

Task	Create and learn a plurilingual vocabulary list from a linguistic stimulus in the target language. In this example, a video was chosen as the stimulus.
Keywords	Translation, comparison
Level(s)	Lower and upper secondary education
Language(s)/ variety(ies)	All languages/varieties
Objectives	<p>Creating a semantic network in several languages/varieties.</p> <p>Becoming aware of the differences and similarities between languages/varieties.</p> <p>Expanding plurilingual vocabulary.</p>
Duration	30 - 50 min
Prerequisites	Knowledge of at least two languages/varieties
Comments	By creating a plurilingual vocabulary list, learners practice mediating between different languages/varieties. This exercise opens up opportunities for translation, comparison, reflection and learning, and is particularly suited to the early stages of language learning.
Equipment	<p>A linguistic stimulus in the target language (video, audio, text, etc.) and the tools needed to work with it (e.g. projector, loudspeaker, etc.).</p> <p>A pre-prepared vocabulary list containing words that appear in the stimulus. These should be presented in several languages/varieties that are unfamiliar to the learners. In addition: an empty column for the translation into the language of the stimulus and other empty columns for other translations.</p>
Practice inspired by:	Philip Vigil (Italia, la grande bellezza!)

PROPOSED SCENARIO

Reception of the stimulus

In this case: reception of a video.

- Watch the video with the sound turned off and discuss possible themes.
- Watch the video twice with sound (target language) and take notes on the content.
- *Possibility for switching on the subtitles.*
- Discuss the contents and words understood.

STEP
01

STEP
02

Work with the list of plurilingual vocabulary – language of the stimulus (= target language)

- Receive the plurilingual vocabulary list.
- Have time to familiarise yourself with the list and the vocabulary.
- Translate the words into the language/ variety of the stimulus.

STEP
03

Work with the list of plurilingual vocabulary – other languages/varieties

- Translate the words into at least two other languages/varieties not yet included in the list.
- Possibility of integrating languages/varieties of the individual repertoire.

STEP
04

Reflection and linguistic comparison

- Become aware of the differences/similarities between languages/varieties.
- Consider why some languages/varieties are more similar than others.
- Add other words already known in the stimulus language (= the target language) and translate them into several languages/varieties.

STEP
05

Creation of one or more vocabulary games

Optional

- Create Memory cards and Dominoes, for example, ...

STEP
06

Learning vocabulary through games – e.g. Memory

- Play Memory with the vocabulary from the list and the multilingual translations.
- Possibility of integrating correct pronunciation (you can listen to/check correct pronunciation using online dictionaries).

What is democracy?

Task	Self-assess knowledge on the topic of "democracy"
Keywords	Plurilingual assessment, citizenship education, democracy
Level(s)	Lower and upper secondary education
Language(s)/ variety(ies)	All the languages/varieties
Objectives	<p>Understanding the concept of democracy, in relation to citizenship, using prior linguistic knowledge.</p> <p>Making the subject knowledge acquired visible through a plurilingual self-assessment process.</p>
Duration	100 min
Prerequisites	Basic knowledge of the target language
Comments	<p>Assessment in the context of plurilingual learning is often complex. The pedagogical idea proposed here aims to show how both linguistic and conceptual learning can be achieved using a video, and how this progress can be assessed. Although the proposal refers to a specific learning video and the topic is defined, the evaluative approach should be transferable to other media and topics.</p>
Equipment	<p>Video example: „What is democracy?“ available on BINOGI (https://binogi.com/lesson/SKH600) after registering for free on the site.</p> <p>The video is accompanied by written and/or oral versions in 16 languages, and a quiz is available in 11 of these languages. Corrections are made automatically in the different languages.</p> <p>Projector and computers and/or mobile phones, headphones. A worksheet with a quiz/activities to assess the vocabulary in the target language/variety that has been studied while working with the video.</p>
Practice inspired by:	<p>Inspired by materials from the Binogi site (https://www.binogi.de/)</p>

PROPOSED SCENARIO

Collective viewing of the video without sound

- Get to know the topic (democracy) using images.
- Note the words that seem to go with the topic of the video and the images.
- Compare results. Create a word cloud.
- Compare with the technical terms/concepts proposed on the site.
- Write all the words in a notebook/on a sheet prepared by the teacher.

STEP
01

STEP
02

Individual viewing

- Watch the video individually, with sound in the target language/variety and subtitles in another language that might help (NOT the language of the institution).
- Try to understand as much as possible and translate as many of the key words decided during Task 1 into both languages.
- Repeat the screening if necessary (also possible in small groups).
- Compare the results of the comprehension and translation step.

STEP
03

Content quiz

- Check the acquisition of the content in the video, in the form of a quiz (the language of the quiz can be chosen individually on the Binogi site)

STEP
04

Language quiz

- Check the acquisition of vocabulary specific to the theme of «democracy» in the target language and another language (the language or languages of the answers may vary), on a form prepared in advance by the teacher.



Comparison of languages/varieties

Possibility to work with the video (sound, subtitles) and the list of technical terms.



Multilingual glossary of technical terms

- The list of technical terms from the video provided on the website includes short definitions of the words.
- Creation of translations of these words and their definitions into languages/varieties that are not offered on the website.
- Possibility to include the languages/varieties spoken by the members of the group.
- Possibility to create posters.
- Possibility to create multilingual vocabulary lists.

Presenting a national park

Task	Create an interactive map showing the links between geographical, cultural or historical concepts in several languages.
Keywords	Communication skills, digital skills, metalinguistic skills, natural heritage
Level(s)	Secondary and higher education
Language(s)/ variety(ies)	All languages/varieties
Objectives	Developing presentation skills in several languages. Learning to search for and process information in several languages/varieties. Improving social and civic skills.
Duration	50 - 100 min
Prerequisites	None
Comments	Learners carry out an interdisciplinary project on national parks, using several languages/varieties to research and present their findings. The plurilingual approach involves a high degree of repetition, which makes learning information particularly durable.
Equipment	Coloured pencils, felt pens, computers, tablets or smartphones and Internet access
Practice inspired by:	CONBAT+ project https://conbat.ecml.at/fr/Didactic-Units/English/Explorers

PROPOSED SCENARIO

Work on the key concept of "national park"

STEP 01

- Take part in a brainstorming session to define the concept of a "national park".
- Possibility to draw inspiration from photos of national parks on all continents.

STEP 02

Work on terminology related to national parks in several languages

- Create mind maps by identifying and grouping by category (geography, culture, history, etc.) key words related to the theme of the national parks in one or more languages of your choice.
- Observe, analyse and compare these keywords (lexical affinities, linguistic borrowings, etc.).
- Wordles can be created with keywords in each language, to show the links between languages and concepts.

Creating a multilingual portrait of a national park

STEP 03

- Form groups of 3 or 4 people.
- Choose a national park and write a profile of it in 5 languages/varieties (at least one of which is not on <https://www.globalnationalparks.com>). The profile should cover the following information: location, size, history, importance, biodiversity. It is important to address the effects of global warming, human activity, etc.
- Pronounce the key words in the 5 different languages/varieties, paying attention to phonetics and intonation.

STEP
04**Preparing a plurilingual presentation
for the ecotourism trade fair**

- Choose a presentation software.
- Prepare slides according to precise instructions (number of slides, presentation structure).
- Integrate content (text, images, links, etc.).
- Possibility of alternating languages/varieties during the presentation (e.g. present each paragraph in a language/variety understood by all and a different language/variety so that all 5 languages are used).

**Creation of an interactive map containing
the national parks presented**STEP
05

Optional

- Collect geographical data (latitude and longitude) for each selected park.
- Write a short description of each park, including information about its biodiversity, history or other interesting features.
- Create the interactive map online, then add the parks to the map, placing the points (with coordinates) and descriptions.
- Share the map on the school website.