Getting a closer look at the CEFR Companion Volume:
The concepts of mediation and plurilingualism:
From theory to practice

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Tallinn

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Handout

PRE-TASK   Language Portraits

The use of language portraits is now a relatively common entry into plurilingualism. It encourages students to reflect upon their own language repertoire and life trajectory. The activity contributes to raise awareness of the fact that we are all to some extent plurilinguals, especially if students are also encouraged to include dialects and also minimal knowledge of different languages. The idea, first introduced in the early 90s (Gogolin & Neumann, 1991), was further developed in the 2000s (Krumm & Jenkins, 2001; Krumm, 2008; Prasad 2008, 2014). I propose here the version of the silhouette developed by Prasad in 2008.
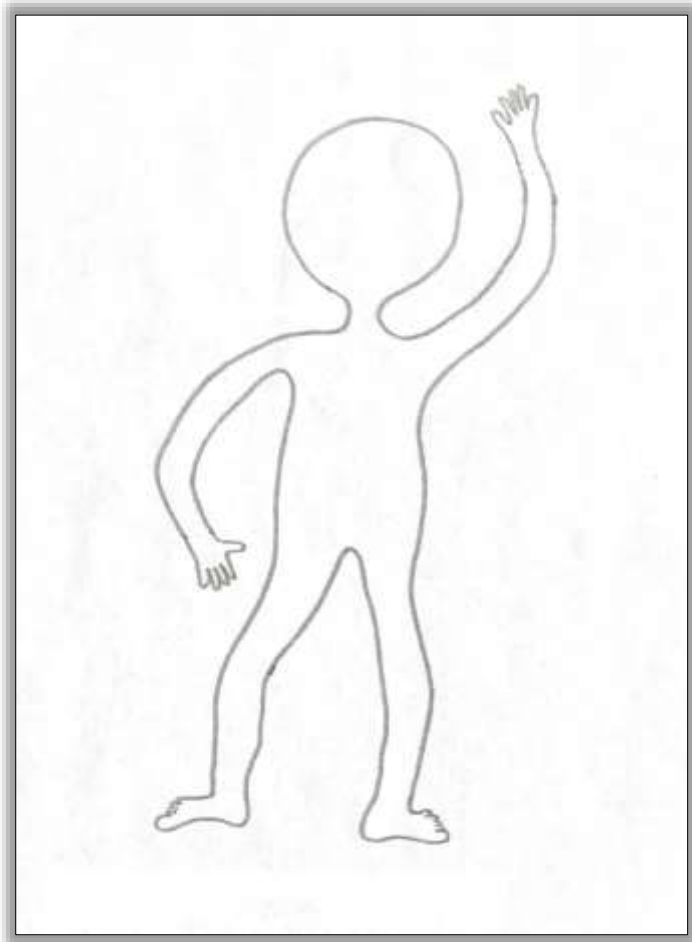

Colour your language portrait using the figure on the left. For each language or dialect, choose a different colour. Explain why you chose the colours you did and why you placed them where you did.

PRE-TASK   Language Portraits   (continued)

Students can also be encouraged to trace the outline of a photo of themselves to create their own personal silhouette.

From the silhouette to more personalized portraits
Prasad 2020
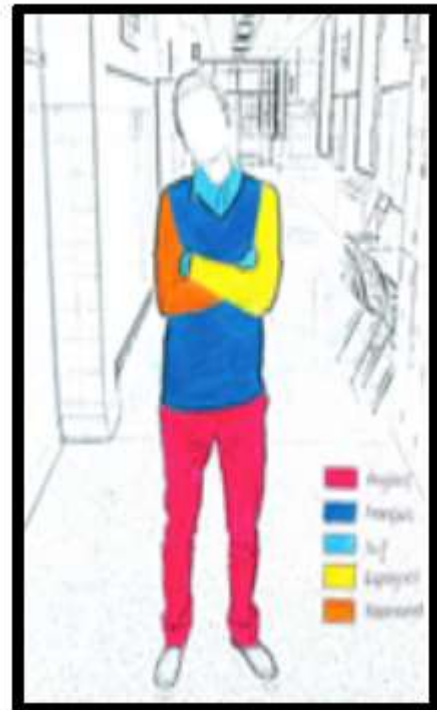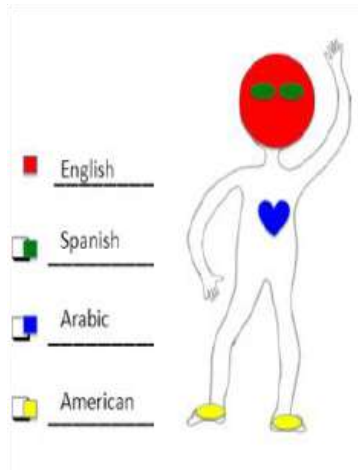
Dressler, R. (2014). Exploring linguistic identity in young multilingual learners. *TESL Canada Journal*, 42-42.

Gogolin, I. & Neumann, U. (1991). Sprachliches Handeln in der Grundschule. In: *Die Grundschulzeitschrift*, H. 43, S. 6 – 13

Krumm, H. (2008). Plurilinguisme et subjectivité : « portraits de langues », par les enfants plurilingues. In G. Zarate, D. Lévy, & C. Kramsch (Eds.), Précis du plurilinguisme et du pluriculturalisme (pp. 109-112). Paris, France: Éditions des archives contemporaines.

Krumm, H. J., & Jenkins, E. M. (2001). Kinder und ihre Sprachen—lebendige Mehrsprachigkeit: Sprachenportraits. *Vienna: Wiener VerlagsWerkstatt für Interkulturelles Lernen und Deutsch als Fremdsprache*.

Prasad, G. (2008). From the dark of night into the light of day: Bridging literacies in Burkina Faso (Report). Burlington, Canada: Careforce International.

Prasad, G. (2014). Portraits of plurilingualism in a French international school in Toronto: Exploring the role of visual methods to access students' representations of their linguistically diverse identities. *Canadian Journal of Applied Linguistics*, *17*, 51–77.

Prasad, G. (2020). Be(com)ing plurilingual allies and activists: Fostering cultural and linguistic collaboration in the classroom. Course CTL 3001 OISE/University of Toronto, February 4, 2020.

Soares, C. T., Duarte, J., & Günther-van der Meij, M. (2020). 'Red is the colour of the heart': making young children's multilingualism visible through language portraits. *Language and Education*, 1-20.

ACTIVITY 1   Greetings!

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

Doyé, P. (1999). *The intercultural dimension: Foreign language education in the primary school*. Cornelsen.

This document is simple and yet powerful way to introduce and discuss cultural aspects of everyday life that often go unnoticed. It can be used to develop pluricultural competence. Possible prompts for work in the class:

1. Observe the table: what do you notice?
2. How do different cultures/languages organize the day?
3. What does that reveal in relation to: mealtimes, types of meals, bedtime, working time, etc.
4. There are similarities and differences. List and discuss what you consider the most striking similarities and differences

The document can be used at different levels of proficiency and can be used from a plurilingual point of view to increase awareness of similarities between languages of the same family.

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

Building on pluricultural repertoire	A1	Can recognise differing ways of numbering, measuring distance, telling the time, etc. even though they may have difficulty applying this in even simple everyday transactions of a concrete type.
Building on pluricultural repertoire	A2	Can recognise and apply basic cultural conventions associated with everyday social exchanges (e.g. different greetings, rituals).
Building on pluricultural repertoire	B1	Can discuss in simple terms the way their own culturally determined actions may be perceived differently by people from other cultures.
Building on pluricultural repertoire	B1	Can discuss in simple terms the way in which things that may look "strange" to them in another sociocultural context may well be "normal" for the other people concerned.
Plurilingual comprehension	A1	Can recognise internationalisms and words/signs common to *different languages* (e.g. haus/hus/house) to: -deduce the meaning of simple signs and notices; -identify the probable message of a short, simple text
Identifying cues and inferring	A1	Can guess the probable meaning of an unknown word/sign that is similar to one in the language they normally use.
Identifying cues and inferring	B1	Can deduce the probable meaning of unknown words/signs in a text by identifying their constituent parts (e.g. identifying roots, lexical elements, suffixes and prefixes).

ACTIVITY 2   Plurilingual comprehension   Poem

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

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

Welke kleur de liefde?

Harris, V. (2002). *Helping learners learn: Exploring strategy instruction in language classrooms across Europe*. Graz: European Centre for Modern Languages.

This document focuses on making sense of a text in an unknown language. It can be used with classes that speak English and/or German as well as classes learning English and/or German.

- Students work in small groups of 3-4 to decipher the poem with one student acting as an observer/rapporteur, who does not participate in the discussion but makes notes on the strategies their colleagues use. [Note: if any student knows even a little Dutch, they would need to be an observer].
- Rapporteurs report to the class, with teacher leading the discussion

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

Plurilingual comprehension	A1	Can recognise internationalisms and words/signs common to *different languages* (e.g. haus/hus/house) to: -deduce the meaning of simple signs and notices; -identify the probable message of a short, simple text
Identifying cues and inferring	A1	Can deduce the meaning of an unknown word/sign for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.
	A1	Can guess the probable meaning of an unknown word/sign that is similar to one in the language they normally use.
	A2+	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the possible meaning of unknown words/signs from the context.

ACTIVITY 3   Idioms

People in glass houses shouldn't throw stones

The Early Bird Catches the Worm!

A BIRD IN THE HAND

IS WORTH TWO IN THE BUSH

Better safe than sorry

To fish for compliments

As wise as an owl

Set a thief to catch a thief

Pot Calling the Kettle Black

BETTER LATE THAN NEVER

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

See also:

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

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

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

- One student from each group is nominated rapporteur and given the task to observe (plurilingual) strategies used during the activity.

- Groups try and understand each idiom in turn. They are encouraged to use any language they feel comfortable with in this phase and to compare/contrast with other languages represented in the group. Does the idiom translate literally into the other language(s)? If not, is there a variant? If not, is there an idiom with the same message?

- Once they have understood the meaning of the idiom and reflected on similarities and differences with idioms in their other language(s), they are invited to write down the corresponding idiom and to be ready to present and explain it to the class.

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

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

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

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

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

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

ACTIVITY 4   Exploiting books with multiple translations

Don't let the pigeon drive the bus!
"In this unit, students explored nine translations of Mo Willem's popular story, "*Don't Let the Pigeon Drive the Bus!*" including languages such as Arabic, Chinese, French, Maori, Spanish and Vietnamese. They completed puzzles created from the book cover in six different languages in order to develop their metalinguistic awareness (e.g., language conventions, concepts of print, reading and writing directionality) and their multilingual language awareness (e.g., identification of multiple languages, intercomprehension among languages). Students created a pigeon puppet and practiced saying, 'Can I drive the bus?' in multiple languages. The playful pigeon helped students to engage in linguistic risk-taking to practice using new languages and to develop metacognitive strategies to become more comfortable encountering and using languages with which may not have been familiar to them before engaging in this unit." (Prasad, forthcoming)

"**Le Petit Prince**" is a book suitable for older children that has been translated into 248 (soon to be 253) languages and dialects

The ideal scenario would be if each student had a copy of the book in the language of schooling, their mother tongue – and perhaps also in an additional language that the class is learning. The chapters of the book could be read in language of schooling and/or additional language in class and in mother tongue at home. The story could be exploited in various ways:

- **Dialogues and cartoons:** Small groups could construct dialogues, cartoons or illustrated narratives recounting some of the conversations the little prince has with the fox, the rose or the pilot. These characters could speak different languages.

- **Blogs/emails:** Individual students or pairs could relate a part of the story and their express their reactions to it.

- **Endings:** Small groups could discuss, invent and write an alternative ending.

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

Reading as a leisure activity	B1	Can follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.
Plurilingual comprehension	B1	Can use what they have understood in _one language_ to understand the topic and main message of a text in _another language_ (e.g. when reading short newspaper articles in different languages on the same theme).
Plurilingual comprehension	B1	Can use parallel translations of texts (e.g. magazine articles, stories, passages from novels) to develop comprehension in _different languages_.
Processing text in writing	B1	Can summarise in writing (in Language B) the main points made in straightforward, informational texts (in Language A) on subjects that are of personal or current interest, provided oral texts are clearly articulated.
Processing text in writing	B1	Can paraphrase short passages in a simple fashion, using the original text wording and ordering.

Expressing a personal response to creative texts (including literature)	B1	Can explain why certain parts or aspects of a work especially interested them.
Expressing a personal response to creative texts (including literature)	B1	Can explain in some detail which character they most identified with and why.
Expressing a personal response to creative texts (including literature)	B1	Can relate the emotions experienced by a character to emotions they have experienced.
Expressing a personal response to creative texts (including literature)	B1	Can explain briefly the feelings and opinions that a work provoked in them.
Expressing a personal response to creative texts (including literature)	B1	Can describe the personality of a character.
Expressing a personal response to creative texts (including literature)	B1	Can describe a character's feelings and explain the reasons for them.
Reading as a leisure activity	B2	Can read novels with a strong, narrative plot and that use straightforward, unelaborated language, provided they can take their time and use a dictionary.
Plurilingual comprehension	B2	Can use their knowledge of contrasting genre conventions and textual patterns in *languages in their plurilingual repertoire* in order to support comprehension.
Expressing a personal response to creative texts (including literature)	B2	Can give a personal interpretation of the development of a plot, the characters and themes in a story, novel, film or play.
Expressing a personal response to creative texts (including literature)	B2	Can describe their emotional response to a work and elaborate on the way in which it has evoked this response.

ACTIVITY 5   Organising a Tourist Visit

Mediating a text: Processing a text in writing

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

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

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

Mesquita   Muséo arqueológico   Alcázar de los Reyes Cristianos

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

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

Tate Gallery London   National Gallery London   Museum of London

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

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

ACTIVITY 6
Mediating communication   At the restaurant

The thematic context of this activity is food & drink. The aim is to support oral interaction by using (oral) mediation. Textbooks usually propose a role play at the restaurant starting from elementary courses (A2). This can be made more relevant by inserting realistic mediation activities necessary when a person who does not speak the target language and/or is not familiar with the target culture needs some help. The preparation phase is the usual type with students familiarizing themselves with words and expressions on the basis of texts and dialogues (written and oral) and various authentic materials.
The activity proposed is not only realistic but also intercultural, as the explanation will require a certain amount of cultural contextualization to be effective (order of dishes, types of food, words that cannot be translated etc.).

The type of dialogue/trialogue in this task can take place in different contexts: at the restaurant, at the hairdresser's, at the doctor's/hospital, at the gym, etc.

Phase 1 Dialogue
Mediating a text

Student A: At the restaurant, explain the different dishes and options on the following menu in (the language of schooling) to your friend, who does not speak English. Prepare yourself in advance with the help of a dictionary, and role play the conversation when you are choosing what to order. With your friend, also prepare some questions in English to ask the server.

Student B: After understanding the menu from what your friend tells you, choose what you want to eat and drink and tell your friend – in (the language of schooling). Your friend will be making the order for you both. With him/her, also prepare some questions to ask the server, which your friend will put into English.

THE BOAT RESTAURANT

STARTERS

Tomato Soup	£2.00
French Onion Soup	£2.50
Tomato Salad	£2.90
Chicken Salad	£3.30

All starters are served with bread and butter

SNACKS (lunchtime only)

Cheese Burger	£3.20
Vegetable omelette	£3.25
Chocolate cake	£2.25
Cheese & tomato sandwich	£3.25
Burger	£2.90
Chicken sandwich	£3.50
Cheese omelette	£3.50

All snacks are served with salad and chips

MAIN COURSES

German sausage and chips	£6.50
Grilled fish and potatoes	£6.25
Italian cheese & tomato pizza	£4.85
Thai chicken and rice	£5.95
Vegetable pasta	£4.85
Roast chicken and potatoes	£5.95

DRINKS

Mineral water	£1.00
Fresh orange juice	£1.25
Soft drinks	£1.30
English Tea	£0.90
Irish Cream Coffee	£0.90

DESSERTS

Fruit salad and cream	£2.25
Ice cream (choose from chocolate, coffee, or lemon)	£2.00
Lemon cake	£2.25
Chocolate cake	£2.25
Cheese and biscuits	£2.50

Lunch served 12:30 - 2:30pm / **Dinner** served 6:00 - 9:00pm

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

Relaying specific information in speech	A2+	Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (written in Language A) on familiar subjects.
		Can relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A).
Processing text in speech	A2	Can convey (in Language B) the main point(s) contained in clearly structured, short, simple spoken and written texts (in Language A), supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.
Translating a written text in speech	A2	Can provide a simple, rough, spoken translation (into Language B) of short, simple texts (e.g. notices on familiar subjects) (written in Language A), capturing the most essential point.
Adapting language	A2	Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it.
Amplifying a text	B1	Can make an aspect of an everyday topic clearer by providing simple examples.
Linking to previous knowledge	B1	Can show how new information is related to what people are familiar with by asking simple questions.

Phase 2 Trialogue

Mediating communication: Acting as an intermediary in informal situations (with friends or colleagues)

Role play with the server

Student A and B at the table: Student A and B have almost decided what to take. However, they still have several questions about the different options and dishes that the server needs to answer.
Once everything is clear, Student A will then pass both orders in English to the server – Student C.
Student C (the server) will ask for precisions (like: *Shall I bring all together or first… then*…? *What side dishes do you want*? etc.) that student A has to mediate to student B and back to student C.

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

Acting as an intermediary	A2	Can communicate (in Language B) the main point of what is said (in Language A) in predictable everyday situations, conveying back and forth information about personal wants and needs, provided the speakers help with formulation.
Acting as an intermediary	A2+	Can communicate (in Language B) the overall sense of what is said (in Language A) in everyday situations, following basic cultural conventions and conveying the essential information, provided the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.
Adapting language	A2	Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it.
Amplifying a text	B1	Can make an aspect of an everyday topic clearer by providing simple examples.
Linking to previous knowledge	B1	Can show how new information is related to what people are familiar with by asking simple questions.

Like in communicative oriented role plays, each student has a precise role to play, and specific 'constraints' to deal with (Student B cannot decide on something, Student A does not understand what the server wants to know, one of the two need to go to the washroom, etc.) but the presence of a person who does not speak (or pretends he/she does not) the target language encourages creativity and awareness of possible linguistic and cultural differences. It is also important to change the distribution of roles. The server role may be more challenging than the others.

A more challenging variation – with a more challenging menu
The following menu requires more preparation time in the first phase, however it helps broaden the vocabulary range of the students.
The fact that there are so many dishes is also very good for eliciting more questions and exchanges concerning options and likes and dislikes.

Possible extension
Students have limited budget and have to order for two people within its limits; students have to order dishes for another person who is late - have to decide what he/she likes, what to order for this person; students have to negotiate tipping, what is included as standard with a meal (free bread? water?).

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

Relaying specific info in speech	B1	Can relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A).
Processing text in speech	B1	Can summarise (in Language B) the main points made in clear, well-structured texts (in Language A) on subjects that are familiar or of personal interest, although lexical limitations cause difficulty with formulation at times. Ca
Translating a written text in speech	B1	Can provide an approximate oral translation (into Language B) of clear, well structured informational texts (written in Language A) on subjects that are familiar or of personal interest, although lexical limitations cause difficulty with formulation at times.
Adapting language	A2	Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it.
Amplifying a text	B1	Can make an aspect of an everyday topic clearer by providing simple examples.
Linking to previous knowledge	B1	Can show how new information is related to what people are familiar with by asking simple questions.

A plurilingual variation

Plurilingual comprehension	A2	Can understand short, clearly written messages and instructions by piecing together what he/she understands from the versions in _different languages_.
	B1	Can use parallel translations of texts (e.g. magazine articles, stories, passages from novels) to develop comprehension in _different languages_.

The following menu may facilitate plurilingual mediation as one or both of the students at the table may know (at least some of) the second language (here: French), and/or simply use it to try and decode and supplement the English version.

Possible extension for B2: Bilingual menus often feature errors in translation or misinterpretations, false friends etc. which would allow B2 learners a greater challenge.

ACTIVITY 7   Reporting Unusual/Critical Incidents

Mediating a text: Processing a text in writing
Mediating concepts: Collaborating to construct meaning

This activity practises writing first and then spoken production/interaction. Once again mediation activities act as a powerful support.

Considering the complexity of the text and of what is required from the students, the work needs to be organized in different phases. And the languages used should include both L1 and L2: L1 for detailed comprehension in a collaborative mode, and L2 (English) for the production phase (summary and debate). This activity involves individual and collaborative work, followed by a class debate.

- **Planning/preparation:** This is a global comprehension followed by detailed comprehension. Students will help each other to decode the sense of the text (using L1 as well as L2) and then to express it in their own words in L2 (English). The collaborative aspect lies in selecting information, explaining difficult words, making sense of difficult ideas and constructions. They will mainly practice (in L1) different mediation strategies in this phase.

- **Execution phase:** In class or at home, Students individually summarize the text in approx. 150 words. The summary will be used as a basis for the following debate, so the information needs to be selected and reorganized appropriately. This phase will be in L2

- **Production phase: Debate (Text Variant 2 only):** Students need to present the issue, take a position concerning the issue and express their opinion. This phase will also be in L2.

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

Processing text in writing	B1+	Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.
Processing text in writing	B2	Can summarise in writing (in Language B) the main content of complex spoken and written texts (in Language A) on subjects related to his/her fields of interest and specialisation.
Processing text in writing	B2+	Can explain in writing (in Language B) the viewpoint articulated in a complex text (in Language A), supporting inferences he/she makes with reference to specific information in the original.
Streamlining a text (Strategy)	B2	Can edit a source text by deleting the parts that do not add new information that is relevant for a given audience in order to make the significant content more accessible for them.
Amplifying a text (Strategy)	B2	Can make concepts on subjects in his/her fields of interest more accessible by giving concrete examples, recapitulating step by step and repeating the main points.
Adapting language (Strategy)	B2	Can make accessible for others the main contents of a spoken or written text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.
Adapting language (Strategy)	B1+	Can paraphrase more simply the main points made in short, straightforward spoken or written texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible for others.
Facilitating collaborative interaction	B1+	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.
Collaborating to construct meaning	B1	Can ask a group member to give the reason(s) for their views. Can repeat part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.
	B1+	Can use questions, comments and simple reformulations to maintain the focus of a discussion.

Extension:
Two newspaper articles covering the same incident (possibly from papers with contrasting styles or politics – on in different languages) are given to Student A and Student B respectively, with an "Exchange phase" in pairs after the "Execution Phase" before the debate. This would also give an authentic audience for the summary. Each pair could then prepare a joint presentation for the debate.

Text variant 1: An unusual incident
https://www.telegraph.co.uk/news/earth/earthnews/4411057/Dinosaur-dung-stolen-from-Natural-History-Museum.html

The Telegraph

Sunday 14 October 2018

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Dinosaur dung stolen from Natural History Museum

Thieves stole a lump of fossilised dinosaur dung from the Natural History Museum in London, it has been revealed.

By Richard Gray, Science Correspondent

The Natural History Museum

When staff at the Natural History Museum noticed that one of their exhibits had disappeared, it seemed reminiscent of the 1970s comedy film One of Our Dinosaurs is Missing.

The thieves, however, must have been disappointed when they realised that what they had smuggled out was not a valuable piece of dinosaur skeleton but a piece of 65-million-year-old fossilised dung.

Details of the theft have been revealed for the first time in a list of specimens that have been stolen or lost from the London museum's collection over the past five years. Among the other items taken thieves were 167 scarab beetles originating from South America, and a centipede. Another 25 scarab beetles were stolen from a car in Vienna while they were on loan to a museum in the city.

The three-inch piece of fossilised dinosaur dung, or coprolite as they are known, was stolen while it was secured on display in a clamp in 2006. It is believed to have come from a plant-eating dinosaur known as titanosaurus, which grew to more than 30 feet in length and weighed about 13 tons. Police were informed of the theft but no further action was taken.

A spokesman for the museum said it was impossible to put a value on the dung. Experts said that if it was a proven piece of dinosaur dung it could have been quite valuable.

Professor Richard Lane, director of science at the Natural History Museum, said: "All of the items in the collections are of scientific and national value and many are literally priceless.

"Like works of arts they are completely unique and so cannot be compared to anything else. Consequently it is of great regret when items are stolen or lost.

"It is true that an item of fossilised dinosaur dung was stolen from the Dino Jaws exhibition; one might question what the thief would do with this."

The museum has more than 3.8 million visitors a year. Since 2004 eight exhibits have been either lost or stolen. In 2005 an entire draw of butterflies was lost while being moved from the museum's entomology building, and a parcel of 50 mosquitoes lost in the post.

Around 22 conodonts, fossils of extinct eel-like creatures, were lost when a box was knocked over and they were hoovered up.

A stuffed grey squirrel was stolen while on display at the National Museums Scotland in Edinburgh in December 2006. Almost exactly a year later a red squirrel was stolen from the same location.

Text variant 2: A controversial issue
 (using a text as the basis for debate in small groups)

India Supreme Court: "It is Legal to be Gay"

September 10, 2018
Plain English Version

A pride march last year in New Delhi. Photo Credit: Rebecca Conway for The New York Times

The entire India Supreme Court struck down a law that banned gay sex. The Chief Justice wrote that the law was wrong in every way. Observers said It is a giant step forward.

The news swept through India. On the steps of the courthouse in Bangalore, people danced, kissed and hugged. In Mumbai, human rights activists showered themselves in a blizzard of confetti.

The Justices said gay sex is not a criminal act. But they went further. They ruled that gays are to have all the protections of the Indian Constitution.

Observers said the ruling is significant for many reasons. India has more people than any country but China. The ruling may show the way for other nations to follow.

Change is not easy in India. Same-sex marriage still may be far off. Arranged marriages are common. Families shun members who defy tradition. Many gay people face the outrage of their parents.

There is another side to India's view of gay sex. Most of the people in India are Hindus. Hindu tradition is tolerant of same-sex love. Centuries-old Hindu temples show erotic encounters between members of the same sex.

That tolerance changed under British rule. In the 1860s, the British introduced Section 377 of the Indian Penal Code. It imposed up-to a life sentence on "whoever voluntarily has carnal intercourse against the order of nature." Authorities enforced the law in cases of sex between men. It was also extended to anybody caught having anal or oral sex.

More gay Indians have "come out" in recent years. Acceptance of gay, lesbian and transgender people has grown. But the fact that intimate behavior was still considered criminal created much shame.

ACTIVITY 8   Travelmania

Mediating a text: Processing a text in speech
Mediating concepts: Collaborating to construct meaning
Addressing an audience: Giving a plurilingual presentation

Travelmania: This activity is a project that requires 4 or 5 lessons. It is one of a series of activities for plurilingual lessons developed in Austria[1]. Students in the same class who chose a different second foreign language (L3) work together to create a joint product that represents their pooled linguistic resources. Over 3-4 lessons, students who have chosen different L3s work in pairs to research the web in order to prepare a 1-week trip. They put together a plurilingual dossier and 10-minute presentation for travel agencies (played by teachers) and potential customers (played by students). Throughout the project, they both use the L2 (English), and in addition one learner also uses their L3 (e.g. French) and the other student uses their different L3 (e.g. Italian).

Phase 1: Mediating concepts in collaborative discussion: Each pair discusses how to approach the task, what information to find, how to organize the work.
Phase 2: Mediating for oneself, constructing meaning – and notetaking: Both students research in the L2 (or in language of schooling and L2) and also each researches in their L3 – each taking notes and collecting material.
Phase 3: Mediating a text for others: Each learner reports on the sources information they have found; Mediating concepts in collaborative discussion: Each pair plan and create their trilingual dossier and presentation.
Phase 4: Plurilingual presentation: The presentation involves all three target languages (here English, French and Italian) and includes a PowerPoint and a folder. Following each presentation, there are questions from the travel agents (teachers) about various details of the proposed trip.

Relevant descriptors from the CEFR Companion Volume
Phase 1:

Facilitating collaborative interaction with peers	B2	Can help define goals for teamwork and compare options for how to achieve them.
	B1+	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.
	B1	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.
Building on plurilingual repertoire	B2	Can make use of different languages in his/her plurilingual repertoire during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken and the outcomes expected.

Phase 2:

Plurilingual comprehension	B2	Can use his/her knowledge of contrasting genre conventions and textual patterns in _languages in his/her plurilingual repertoire_ in order to support comprehension.
	B1	Can use what he/she has understood in _one language_ to understand the topic and main message of a text in _another language_ (e.g. when reading short newspaper articles in different languages on the same theme). Can extract information from documents in _different languages_ in his/her field (e.g. to include in a presentation).

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[1] The context of this plurilingual lesson is an optional Certificate of Plurilingualism. The plurilinguals lessons can be found at https://www.cebs.at/home/plurilingualism/plurilingual_lessons/. The framework for the 15-minute oral test for the certificate is available at: https://www.cebs.at/wp-content/uploads/2019/05/Austrian_framework_plurilingual_oral_exams-Druckausgabequalit-1.pdf .

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

Phase 3:

Processing text in speech	B2	Can summarise (in Language B) the important points made in longer, complex texts (in Language A) on subjects of current interest, including his/her fields of special interest.
	B1+	Can collate short pieces of information from several sources (in Language A) and summarise them (in Language B) for somebody else.
	B1	Can summarise simply (in Language B) the main information content of straightforward texts (in Language A) on familiar subjects (e.g. a short written/signed interview, magazine article, travel brochure). Can summarise (in Language B) the main points made in long texts delivered orally (in Language A) on topics in his/her fields of interest, provided that he/she can listen or view several times
Collaborating to construct meaning	B2	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.
	B1+	Can use questions, comments and simple reformulations to maintain the focus of a discussion
Processing text in writing	B1+	Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.
	B1	Can summarise in writing (in Language B) the main points made in straightforward, informational texts (in Language A) on subjects that are of personal or current interest, provided spoken/signed texts are clearly articulated.

Phase 4:

Building on plurilingual repertoire	B2	Can alternate between languages in his/her plurilingual repertoire in order to communicate specialised information and issues on a subject in his/her field of interest to different interlocutors.
Addressing audiences	B2	Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. Can take a series of follow-up questions with a degree of fluency and spontaneity that poses no strain for either himself/herself or the audience.
	B1	Can give a prepared straightforward presentation on a familiar topic within his/her field that is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Can take follow-up questions, but may have to ask for repetition if the delivery is rapid.

Extension

- Phase 5: Evaluation or feedback: how the team sees the process and product after they have finished. What they experienced, good moments, things to improve etc. Students look back at what they have done, achieved, what they can improve next time, how well they did their part, both as a team and individually....

ACTIVITY 9:   Plurilingual Action-oriented Scenarios

Plurilingual and pluricultural competence is fully developed by adopting an action-oriented approach. Key to the action-oriented approach is working through complete, articulated scenarios that provide all the necessary steps and scaffolding for students to be able to accomplish culminating tasks/projects. Scenarios provide learners with collaborative space and support so that they can exert their agency, make choices, build on their own linguistic and cultural repertoire, and develop linguistic and cultural awareness as well as awareness of their own learning process through the adoption of a reflective approach (Piccardo & North, 2019).

Scenarios can involve the use of multiple languages and varieties and they result in plurilingual/pluricultural artifacts, which in turn reinforce a sense of identity, belonging and pride in the participating students

Here are two examples taken form the Linguistic and Cultural Diversity Project (LINCDIRE) project (https://www.lincdireproject.org/), a research project funded by the Social Sciences and Humanities Research Council of Canada (SSHRC) in which the e-portfolio LITE (https://lite.lincdireproject.org/) was developed. LITE contains among other elements a series of action-oriented plurilingual scenarios.
Below are two examples of scenarios with the steps that students are expected to complete in order to accomplish the culminating task/project.

As you can imagine, the different steps of a scenario may require various descriptors depending on the communicative activity/ies of the step concerned. In working on a scenario, one needs to select descriptors that are relevant to each step, as well as the culminating task. Here we give just examples of descriptors from the new CEFR scales for plurilingual and pluricultural competence and mediation.

Piccardo, E. & North, B. (2019). *The action-oriented approach: A dynamic vision of language education.* Bristol: Multilingual Matters
Piccardo, E., Lawrence, G. & Germain Rutherford A, Galante A. (in press). *Activating linguistic and cultural diversity in the language classroom*. New York, NY: Springer International Publishing

Example 1: Creating a Community Cookbook

Our Community Cookbook

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

LESSONS

STEP 1: INTRODUCING THE TASK

What kind of food do you like? What is your favourite food? Bring in a cookbook from home and share some of the dishes you like and why. Think about the kind of vocabulary you see. Share cookbooks with your friends. What is similar and what is different about them?

STEP 2: LANGUAGE IN RECIPES

Now it is time to look more carefully at the language that is used in each of the cookbooks. What verbs are used for each step in the recipes? Think about the kind of language the recipes are using for measurements too. Does this cookbook give you information about where the dish came from or when to eat it? Use the vocabulary matching sheet to find the terms in German and English!

STEP 3: A CULTURAL DISH

For this step, you will need help from your family. When you are at home ask for a recipe that has special meaning to your family, and to your culture. Think about a dish that your friends would like to eat too. Make sure to get some extra information about the food. Why is it important, when should we eat it? Bring your ideas to share with the class.

STEP 4: EDITING YOUR RECIPE

With a partner, use the vocabulary matching sheet from Step 2. Complete a translation of each of your recipes. Have your friends help you edit.

STEP 5: CULMINATING TASK: OUR CLASS COOKBOOK

Create your cookbook entry! Once you complete it, draw a picture to represent what this dish means to you and why it is important to your culture. This will be the illustration for your cookbook. When everyone's cookbook entry is completed, bind these together and create your class cookbook. Each student will get one copy of the cookbook to take home to their families.

Relevant descriptors from the CEFR Companion Volume

Plurilingual comprehension	A2	Can understand short, clearly expressed messages and instructions by piecing together what they understand from the versions in different languages.
Building on plurilingual repertoire	A2	Can use a simple word/sign from _another language in their plurilingual repertoire_ to make themselves understood in a routine everyday situation, when they cannot think of an adequate expression in _the language being used._
Building on pluricultural repertoire	A2	Can recognise and apply basic cultural conventions associated with everyday social exchanges (e.g. different greetings, rituals).
Building on pluricultural repertoire	A2	Can recognise when difficulties occur in interaction with members of other cultures, even though they may not be sure how to behave in the situation.
Translating a written text in writing	A2	Can use simple language to provide an approximate translation (from Language A into Language B) of very short texts on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the translation remains comprehensible.
Facilitating collaborative interaction with peers	A2	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided they can ask for repetition or reformulation from time to time.

Example 2: Launching a Language Blog

Launching a Language Blog

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

STEP 1: INTRODUCING THE TASK
Have you ever read a blog before? Chances are, if you've browsed the internet, the answer is yes! How about creating your own blog? Now is the chance to make to make your voice heard. Team up with a partner and choose a language to promote online. Choose a blogging site like WordPress or Blogger, or any of the other sites your teacher suggests. Take time to explore the dashboard, different themes and threads.

STEP 2: POPULATING THE BLOG
Brainstorm the purpose of your blog. Remember, you want to promote a different language, so what will your blog need? Include a variety of media to show users what your language sounds like, where it comes from and references to pop culture and athletics. Think about videos, sound clips, pictures and links. You will also need to create a description outlining the benefits to learning your new language. The homepage is the most important element because this is how you can capture the attention of your site visitors. You need to make your blog stand out, so make it unique.

STEP 3: PREPARE FOR INTERVIEW
To promote the language blog, you will be participating in an interview conducted by your peers. What is some key information you want to share with the class? Prepare notes with your partner to best answer any questions. Now is the time to spread the word and get your friends excited!

STEP 4: WRITING AND EDITING A BLOG RESPONSE
How do we communicate online? Think about the language used in blog entries, forums and reply threads. Share key vocabulary with the class and discuss how to best be a positive member of the online community. Then, take time to review several blog entries and prepare a response to be posted.

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

Now your blog is ready to be launched to the public! Prepare updated notes on your blog's language of choice, it's purpose and key information to be shared during a video recorded interview which will be posted on your site.

In this scenario, students are encouraged to promote multiple languages as well as multiple varieties of the target language through their blog post. They could also explore language ideologies by surveying classmates about their perceptions of the target language(s) and why/how they developed.

Students make use of their first/additional languages for inter-linguistic and intercultural comparison and developing language awareness.

Relevant descriptors from the CEFR Companion Volume

Plurilingual comprehension	B1	Can use what they have understood in _one language_ to understand the topic and main message of a text in _another language_ (e.g. when reading short newspaper articles in different languages on the same theme).
Building on pluricultural repertoire	B1	Can discuss in simple terms the way in which things that may look "strange" to them in another sociocultural context may well be "normal" for the other people concerned.
Building on pluricultural repertoire	B1	Can explain features of their own culture to members of another culture or explain features of the other culture to members of their own culture.
Supplementary descriptors: Establishing a positive atmosphere	B1	Can create a positive atmosphere by the way they greet and welcome people and ask a series of questions that demonstrate interest.
Facilitating collaborative interaction with peers	B1+	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.

Although not all materials are for public use yet (the LINCDIRE is still ongoing, so participating teachers are part of a research), a lot of resources are freely available that can provide inspiration for pedagogical action... and there is always the possibility of participating the project ☺