



TEMPLATE

TECHNOLOGY - PLURILINGUALISM - TEACHING

CASE STUDY 1

Teaching context

- **Target languages:** English, Spanish and Catalan
- **School language:** English / Catalan
- **Technology used:** Teacher's computer, tablets, interactive board.
- **Age range:** 8-9
- **Language level:** A1
- **Subjects:** English language and sciences.
- **Objectives:**
To raise awareness about climate emergency.
To develop linguistic skills (oral and written).
To identify similarities among languages.

'The environment and us'

Activity 1

Watch some videos about climate emergencies
The teacher gives students some visual background as scaffolding for the activity.

[Video 1](#)

[Video 2](#)

[Video 3](#)

Activity 2

Brainstorming and debate with students: which actions can you do everyday to help the Earth?

Students make a list with the verbs and write them in Spanish, Catalan or other languages in Padlet.

[Padlet list](#)

Activity 3

Students create wordclouds with the words listed and share them in Padlet

[Wordclouds](#)

Activity 4

Students share ideas and comment on them in Flip

See an example below

[Flip videos](#)

The teacher's tip

I recommend using the cloud or drive to store the videos. Storing them in electronic devices such as tablets or laptops can cause problems, especially if shared with other colleagues in the school.



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CASE STUDY 2

Teaching context

- **Target languages:** English, Spanish and Catalan
- **School language:** English / Catalan
- **Technology used:** Teacher's computer, tablets.
- **Age range:** 10-11
- **Language level:** A1
- **Subjects:** English language / Emotional Intelligence.
- **Objectives:**

To understand what positive thinking is.

To apply strategies to work on positive thinking.

To work on languages from a plurilingual perspective.

'Positive thinking, positive outcome'



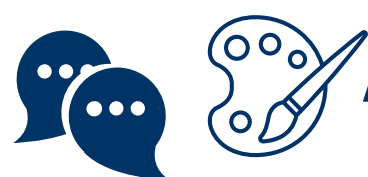
Activity 1

Prepare some sentences in English which illustrate positive thinking, and show them to your students.

You can use cut-outs or project them on your screen

Positive thinking sentences

Students are arranged in groups and they translate one of the sentences into Spanish and Catalan



Activity 2

Students talk about what their sentences mean to them (they can use any language to do so).

Then, they select some words from the sentences which they think represent the final message and write them in the three languages.

Finally they prepare a wordcloud.

Wordcloud 1

Wordcloud 2



Activity 3

Students record the sentence in English, and then the explanation or translation in any other language.



Activity 4

A genially presentation is prepared with all the sentences and students' recordings

Genial.ly presentation



The teacher's tip

Make sure you emphasize the importance of using different languages in this exercise, otherwise they may only use their mother tongue. You can assign a different language to each member of each group.



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CASE STUDY 3

Teaching context

- **Target languages:** English and all the languages in the classroom.
- **School language:** English / Catalan / Spanish
- **Technology used:** Teacher's computer, students' phones.
- **Age range:** 14-15
- **Language level:** A2
- **Subjects:** English language / Technology.
- **Objectives:**
To raise awareness of the different cultures and languages in the group.
To develop oral presentation skills.

'Getting to know other European cultures'



Activity 1

Students warm up by participating in a Mentimeter with their phones. They are asked about how many languages they speak and why it is important to learn languages

They can see their answers popping up in the screen

[Mentimeter 1](#)

[Mentimeter 2](#)



Activity 2

Students do a [genial.ly](#) quiz to find out what they know about Europe.

They use their phones and the quiz is in Spanish

[Genial.ly quiz](#)



Activity 3

Students create a presentation about a European country of their choice including language elements from other cultures, traditions, festivities, etc.

They can create a video or presentation with any of the following tools explained in class.



[Flip](#)

[PowToon](#)

[Pixton](#)

[Canva](#)



Activities 4 & 5

Students present their projects

[Presentation 1](#)

[Presentation 2](#)

The lesson is wrapped up by sharing their wishes for a better Europe on padlet

[Padlet wishes for Europe](#)



The teacher's tip

Make sure your students are allowed to use their phones in class, and they have an internet connection.



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TECHNOLOGY - PLURILINGUALISM - TEACHING

CASE STUDY 4

Teaching context

- **Target languages:** English, Spanish, Catalan
- **School language:** English / Catalan / Spanish
- **Technology used:** Teacher's computer, students' phones.
- **Age range:** 15-16
- **Language level:** B1
- **Subjects:** English, Spanish, Catalan, Geography, and History
- **Objectives:**
Develop linguistic competences in the three languages
Prepare a piece of news and recognize its structure.
Become aware of the natural disasters around the world.

'Natural disasters'

Activity 1

Provide students with three pieces of news about natural disasters in the three target languages

Article 1

Article 2

Article 3

Students must identify the structure of a piece of news by comparing the articles. In order to do so, they have to use google drive docs to paste the articles and highlight each part in different colors.

Activity 2

Students identify the most common vocabulary to talk about natural disasters in the three languages and fill in a Mentimeter

Mentimeter

Students fill in a chart with the common vocabulary in the three different languages (e.g. volcán, volcà, volcano)

Activity 3

Students analyse the article in English on google drive and highlight different language markers with different colors

Structure differences

Students do not only connect vocabulary in the three languages, they also see the similarities and differences in terms of structures

Activities 4 & 5

Using these videos as scaffolding material, students have to write down a piece of news

Video 1

Video 2

Video 3

The lesson is wrapped up by doing a genial.ly quiz

Genial.ly quiz

The teacher's tip

You need a few sessions to carry out this lesson. Give your students enough time to reflect on the language, the reading and the writing