



TEMPLATE
TECHNOLOGY - PLURILINGUALISM - TEACHING

Plurilingual-Inspired Virtual Exchanges

Convegno Internazionale – Università di Torino

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Project Template EU

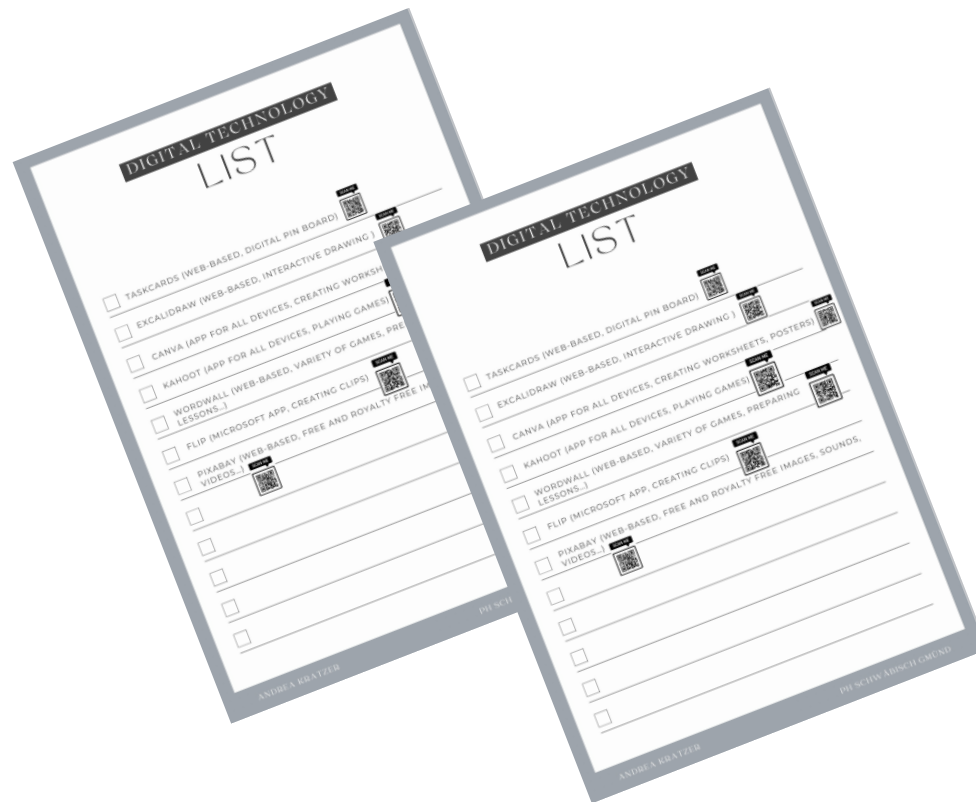
TODAY'S AGENDA



- 1) Activity #1: Mentimeter
- 2) Theoretical Background
- 3) Activity #2: Kahoot
- 4) Examples of Virtual Exchanges
- 5) Now You
- 6) Closing Remarks
- 7) Questions



Feel free to take a copy of the following:



This list includes all of the **digital tools** used in this presentation.

1 ACTIVITY #1: MENTIMETER



What kind of experiences/prior knowledge do you have regarding plurilingualism and/or virtual exchanges?

- Go to **menti.com** and enter the code **6454 7645**
- Or scan the following **QR code**:
 - » Time: **~3 minutes**



- Description of relevant **concepts**, overview of **research findings**, **examples of tasks**, **checklist** for evaluation of technology-mediated plurilingual tasks
 - » Will be translated into different languages by the project partners
 - » Rather extensive, intended for teachers who wish to learn more
- Interactive books on **Moodle**
 - » Short books to introduce teachers to relevant concepts
 - » Include questions for reflection + references to each other
 - » At the end of the TEMPLATE project, the books will be **freely accessible** to teachers.

- Extract from the theoretical background:



TEMLATE

TECHNOLOGY - PLURILINGUALISM - TEACHING

Integrating Technology-Mediated Plurilingual Tasks into the (Foreign) Language Classroom: A Theoretical Introduction

Authors: Anita Cvetkovic Kienle, Hilal Şahin, Euline Cutrim Schmid, Fanny Meunier, Amélie Bulon, Jurga Kasteckienė, Giedrė Balčytė-Kurtinienė, Inmaculada Fortanet-Gómez, María Noelia Ruiz-Madrid, Carmen Notari Montoyo, Enzo Boggio-López, Elisa Corino, Giulia Ciaramita, Cristina Onesti, Ton Koenraad

1 A Brief Introduction to Task-Based and Project-Based Language Learning

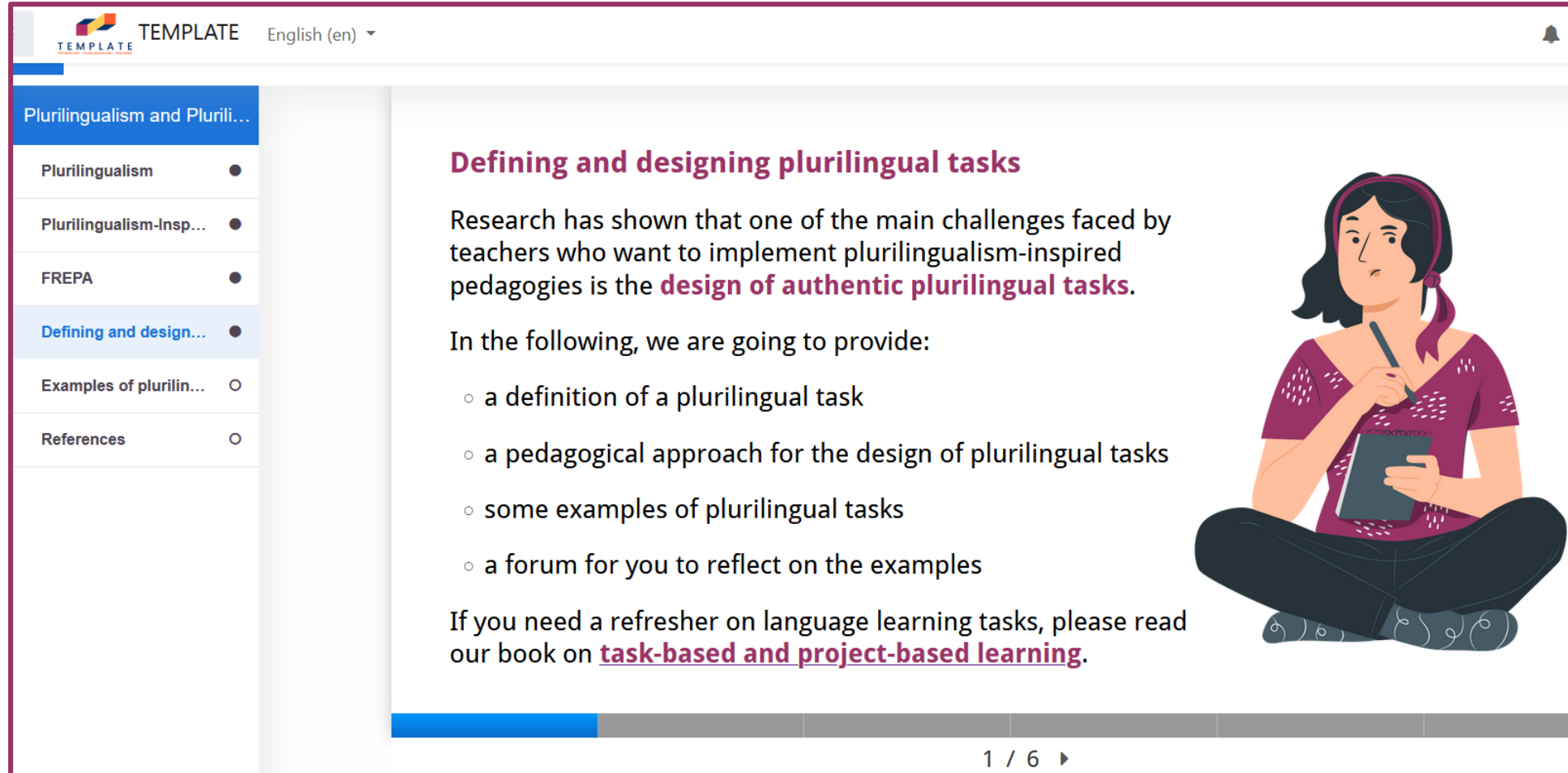
There are many different interpretations of what a **language learning task** is. Since this term is broadly used, let us start with a definition of a task.

1.1 What is a Language Learning Task?

1.1.1 Definition and characteristics

A language learning task can be defined as “**an activity in which people engage to attain an objective, and which involves the meaningful use of language**” (Van den Branden et al., 2007, p. 1). An objective can be, for example, creating a poster, a video or a website, stating an opinion or writing a song or a text. In each case, learners are actually using the language to communicate meaning that is relevant to them. As Müller-Hartmann & Schocker-von Ditfurth (2011) point out, “the principal focus of tasks is not on *displaying* learners’ ability to produce pre-specified language forms. It is on **communicating their own meanings**” (p. 22). It is clear to see that teaching thus becomes more learner-centered and therefore more motivating for students.

- Extract from the books on Moodle:



The screenshot shows a Moodle course page with a sidebar menu on the left and a main content area on the right. The sidebar menu includes items like 'Plurilingualism and Plurilingualism', 'Plurilingualism', 'Plurilingualism-Inspired', 'FREPA', 'Defining and designing plurilingual tasks', 'Examples of plurilingual tasks', and 'References'. The main content area features a video player with a title 'Defining and designing plurilingual tasks', a description, a list of bullet points, and a call to action. An illustration of a woman sitting cross-legged with a notebook and pen is on the right side of the video player.

English (en) ▾

Plurilingualism and Plurilingualism

- Plurilingualism ●
- Plurilingualism-Inspired ●
- FREPA ●
- Defining and designing plurilingual tasks ●
- Examples of plurilingual tasks ○
- References ○

Defining and designing plurilingual tasks

Research has shown that one of the main challenges faced by teachers who want to implement plurilingualism-inspired pedagogies is the **design of authentic plurilingual tasks**.

In the following, we are going to provide:

- a definition of a plurilingual task
- a pedagogical approach for the design of plurilingual tasks
- some examples of plurilingual tasks
- a forum for you to reflect on the examples

If you need a refresher on language learning tasks, please read our book on **task-based and project-based learning**.

1 / 6 ▶

What is plurilingualism?

- Multilingualism: “coexistence of different languages at the social or individual level”
- Plurilingualism: “the dynamic and developing linguistic repertoire of an individual user/learner”

Council of Europe, 2020, p. 30

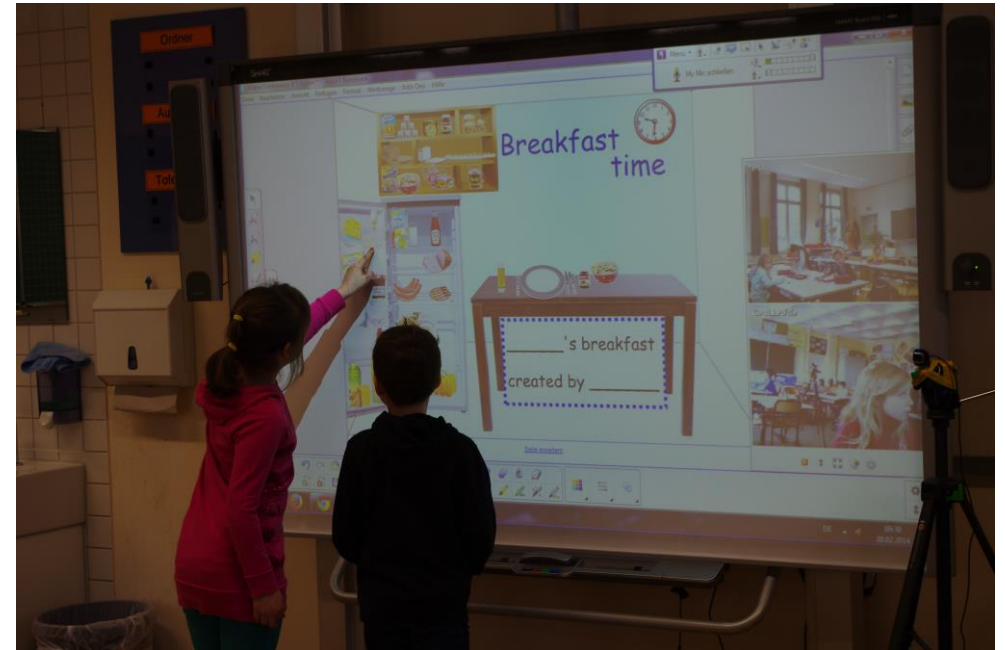
“*Plurilingualism is not to be understood as a patchwork or a quilt of neatly arranged multicolored pieces, but rather as some **watercolour painting**, in which the **different colours merge into one another seamlessly** to create something unique.*”

Piccardo, 2019, p. 190

What is telecollaboration (virtual exchange)?

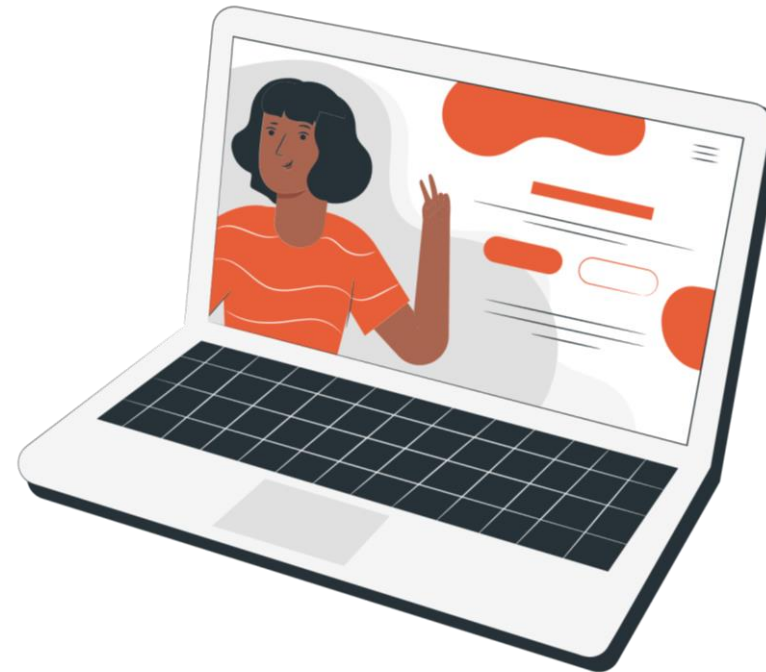
“*Telecollaboration, or ‘virtual exchange’, are terms used to refer to the engagement of groups of learners in **online intercultural interactions** and **collaboration projects** with partners from **other cultural contexts** or **geographical locations** as an **integrated part of their educational programmes**.*

O’Dowd, 2018, p. 1



What are the different phases of telecollaboration?

- Preparation
- Information exchange tasks
- Comparison and analysis tasks
- Collaborative tasks
- Reflection



3 ACTIVITY #2: KAHOOT



“ *Technology can become the ‘wings’ that will allow the educational world to fly farther and faster than ever before – if we allow it.*

Jenny Arledge



4 EXAMPLES OF VIRTUAL EXCHANGES



Primary School (Year 3+5): ITALY - GERMANY

- 8-11 years old
- English as target language
- Laptops, tablets, Microsoft Teams, TaskCards, Kahoot
- 3 months
- Language level: A1
- Teachers:
 - » Annalisa Purpura (Turin, Italy)
 - » Jennifer Konradt (Berlin, Germany)

Secondary School (Year 7): ITALY - GERMANY

- 13-14 years old
- English as target language
- Tablets, whiteboard, GoogleMeet, PowerPoint, Padlet, Flip, emails, iServ
- 3 months
- Language level: B1
- Teachers:
 - » Andrea Kratzer (Aalen, Germany)
 - » Sara Toso (Turin, Italy)

4 EXAMPLES OF VIRTUAL EXCHANGES



- Topic: **Fairy tales**
- Teaching context
 - » Target language: English
 - » School languages: German and Italian
 - » Age range:
 - Germany: 8-9 (grade 3)
 - Italy: 8-9 (grade 3), 10-11 (grade 5)
 - » Language level: A1
 - » Subject: English as a Foreign Language
 - » Technology used: Laptops, tablets, Microsoft Teams, TaskCards, Kahoot



4 EXAMPLES OF VIRTUAL EXCHANGES



- Activity 1: Students use **TaskCards to introduce themselves** (name, languages, favourite fairy tale). They read through each other's contributions, add comments, ask questions.

The screenshot shows a digital workspace titled "International school project: Fairy tales" with a sub-header "Germany and Italy". It features a grid of task cards and student contributions. On the left, a "Your task" card lists four questions for students to answer. The main area is divided into four columns: "Welcome!" (with translations), "Research team" (Hilal Şahin), "Teachers" (Jennifer Konradt), and "Kids in Germany" (handwritten student work). Each student contribution includes their name, languages spoken, a favourite fairy tale, and a German title. Audio players are visible below the student text. The "Kids in Germany" card shows a handwritten form with a drawing of a fairy tale character.

Welcome!
Willkommen!
Benvenuto!

Your task
Please introduce yourself. Answer these questions:

1. What is your name? *My name is ...*
2. What language(s) do you speak? *I speak ...*
3. What is your favourite fairy tale? *My favourite fairy tale is ...*
4. What do you like about your favourite fairy tale? *I like ...*
5. What is the name of your fairy tale in another language? *In German/Italian/... the fairy tale is called ... (audio).*

If you want, you can draw and add a picture of your favourite fairy tale!

Research team
Hallo!
My name is Hilal Şahin.
I speak Turkish, German and English.
My favourite fairy tale is *Hänsel and Gretel*.
I like the gingerbread house.
In German the fairy tale is called *Hänsel und Gretel*.
German: Hänsel und Gretel.wav

Teachers
Hallo!
My name is Jennifer Konradt.
I speak German and English.
My favorite fairy tale is *Town Musician of Bremen*.
I like the speaking animals.
In German the fairy tale is called *Die Bremer Stadtmusikanten*.
KoJ.mp3

Kids in Germany
This is me! Das bin ich!
My name is [redacted]
I speak *Turkish, German and English*
My favourite fairy tale is *Sleeping Beauty*
I like about the fairy tale *when the Sleeping Beauty is born*
What is the name of your fairy tale in another language? (In German, Spanish, Chinese...)
In *Turkish* the fairy tale is called *an uyuyan güzel*
Here is a picture of my favourite fairy tale:

Zdravo!
My name is Anita Cvetkovic Kienle.
I speak Serbian, English, German and Spanish.
My favourite fairy tale is *The Salt Princess*.

Ciao!
My name is Annalisa Purpura.
I speak Italian, English, German and I studied Arabic.
My favourite Fairy Tale is "Little Red Riding Hood".

4 EXAMPLES OF VIRTUAL EXCHANGES



- Activity 2: **Live session via Microsoft Teams**
 - » Students play **Kahoot** (whole-class activity).
 - » Students play a **guessing game using character riddles** they have created themselves (group activity).
- Examples from Kahoot:

In **Snow White** there are seven...



27

3 Answers

▲ Apples

◆ Dwarfs

● Stepsisters

■ Mice

The image shows a Kahoot! quiz screen for a question about Snow White. The question is 'In Snow White there are seven...'. The number 27 is in a purple circle on the left. On the right, there is a '3 Answers' button and a 'Skip' button. Below the question are four answer options: 'Apples' (red bar with a triangle icon), 'Dwarfs' (blue bar with a diamond icon), 'Stepsisters' (yellow bar with a circle icon), and 'Mice' (green bar with a square icon). A cartoon illustration of Snow White is in the center.

What's the Italian name for **Little Red Riding Hood**?



26

17 Answers

▲ Cappuccetto Rosso

◆ Biancaneve

● Cenerentola

■ Raperonzolo

The image shows a Kahoot! quiz screen for a question about Little Red Riding Hood. The question is 'What's the Italian name for Little Red Riding Hood?'. The number 26 is in a purple circle on the left. On the right, there is a '17 Answers' button and a 'Skip' button. Below the question are four answer options: 'Cappuccetto Rosso' (red bar with a triangle icon), 'Biancaneve' (blue bar with a diamond icon), 'Cenerentola' (yellow bar with a circle icon), and 'Raperonzolo' (green bar with a square icon). A cartoon illustration of Little Red Riding Hood is in the center.

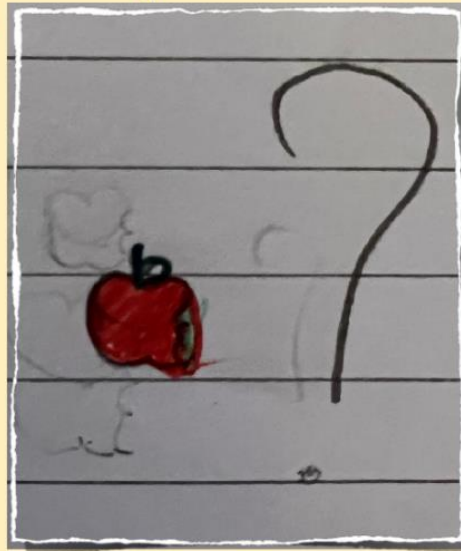
4 EXAMPLES OF VIRTUAL EXCHANGES



- Examples of the character riddles created by learners:

Once upon a time there was a girl.
She was not a witch. She had black hair.
Her dress was yellow, blue and red.
There was an apple in the story.

WHO IS SHE?



Fairy Tale Riddle

Once upon a time there was a mermaid.
The character is kind, and very curious.
The character has red hair and a green
tail.
The character lives in the Ocean with her
mermaid sisters, and her dad. This character
~~says~~

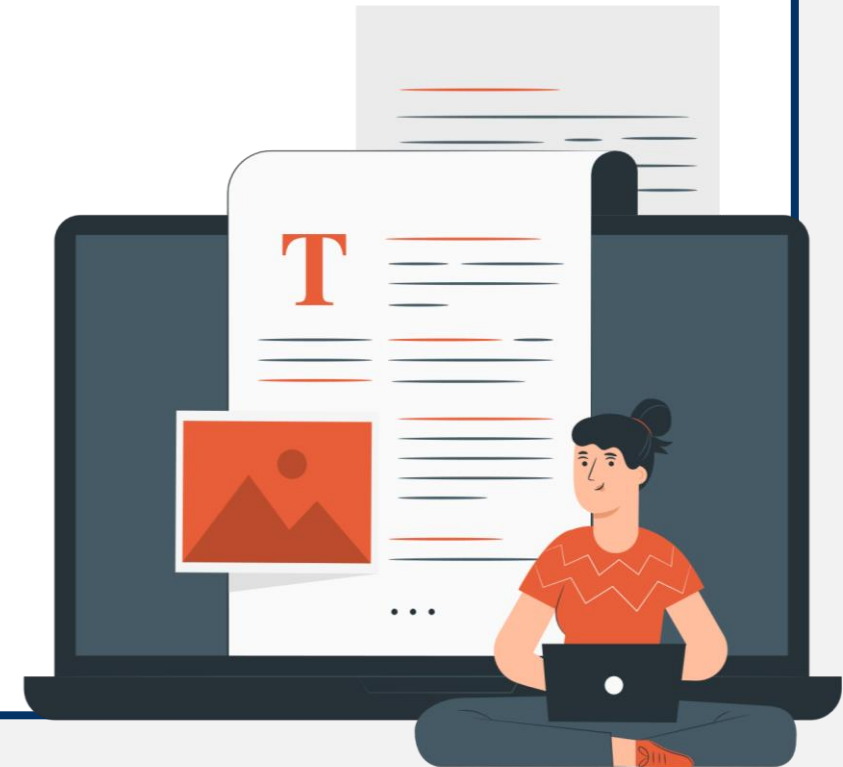
 Who is it?



4 EXAMPLES OF VIRTUAL EXCHANGES



- Activity 3: Students create **3-sentence fairy tales**.
 - » Students in each class are put into small groups to **create their own fairy tale character**.
 - Students follow the structure of the character riddles (name, character traits, looks, home, special phrase).
 - The name/special phrase can be in any (mix of) language(s).
 - The characters are posted on TaskCards.
 - » Each group is assigned a character created by a group in the other class and has to bring it to life (**drawing and 3-sentence story**).
 - » The **teachers create a booklet** of the results. Students comment on each other's stories. The booklet can be used as a writing prompt for other classes.



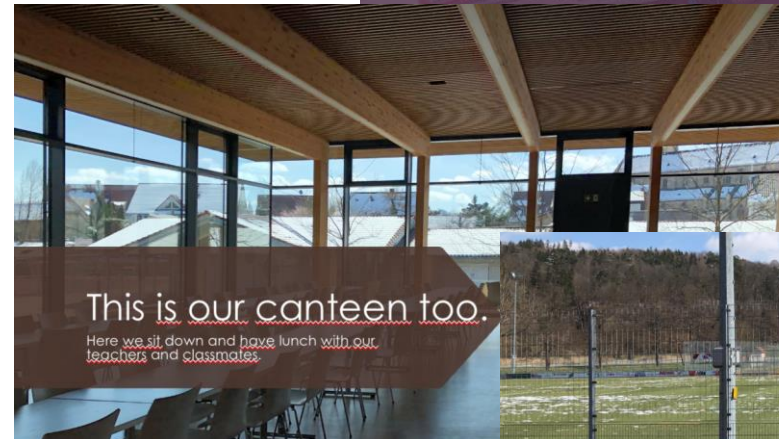
4 EXAMPLES OF VIRTUAL EXCHANGES



SECONDARY SCHOOL (YEAR 7)

FIRST ACTIVITY

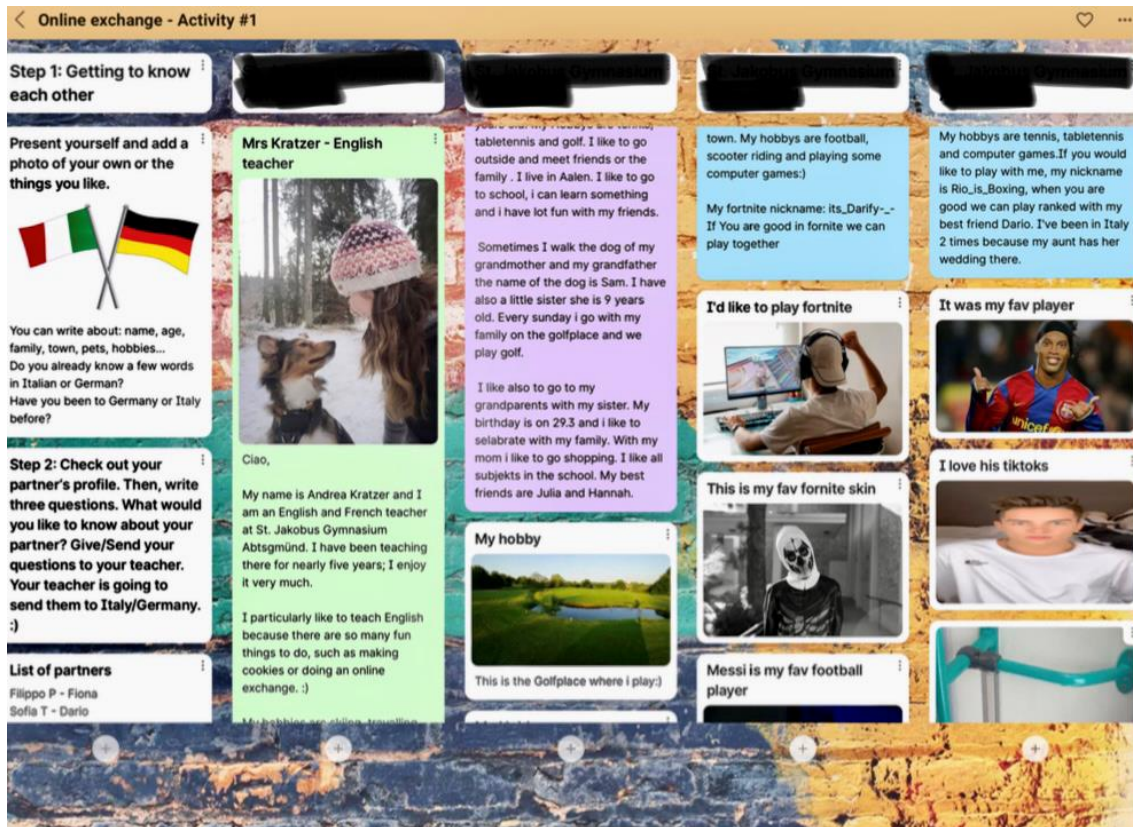
- Getting to know the other school(system) and city
- Students prepare PPT
- Students present PPT in a live session and engage in Q&A session



Examples of PPT slides

4 EXAMPLES OF VIRTUAL EXCHANGES

SECONDARY SCHOOL (YEAR 7)



The screenshot shows a Padlet board titled "Online exchange - Activity #1". It is divided into two main sections: "Step 1: Getting to know each other" and "Step 2: Check out your partner's profile. Then, write three questions. What would you like to know about your partner? Give/Send your questions to your teacher. Your teacher is going to send them to Italy/Germany. :)".

Step 1: Getting to know each other

Present yourself and add a photo of your own or the things you like.

You can write about: name, age, family, town, pets, hobbies...
Do you already know a few words in Italian or German?
Have you been to Germany or Italy before?

Step 2: Check out your partner's profile. Then, write three questions. What would you like to know about your partner? Give/Send your questions to your teacher. Your teacher is going to send them to Italy/Germany. :)

List of partners

- Filippo P - Fiona
- Sofia T - Dario

The board contains several student profiles, each with a photo and text. One profile is for Mrs. Kratzer, an English teacher, who has a photo of a dog and text about her hobbies (table tennis and golf) and her family. Other profiles include students who like playing Fortnite, Messi, and golf.

Extract from Padlet

SECOND ACTIVITY

- Getting to know the other students
- **Padlet:** Students present themselves (name, age, hobbies, photos, ...)
- **Padlet:** Students read their partners' descriptions and write down three questions.

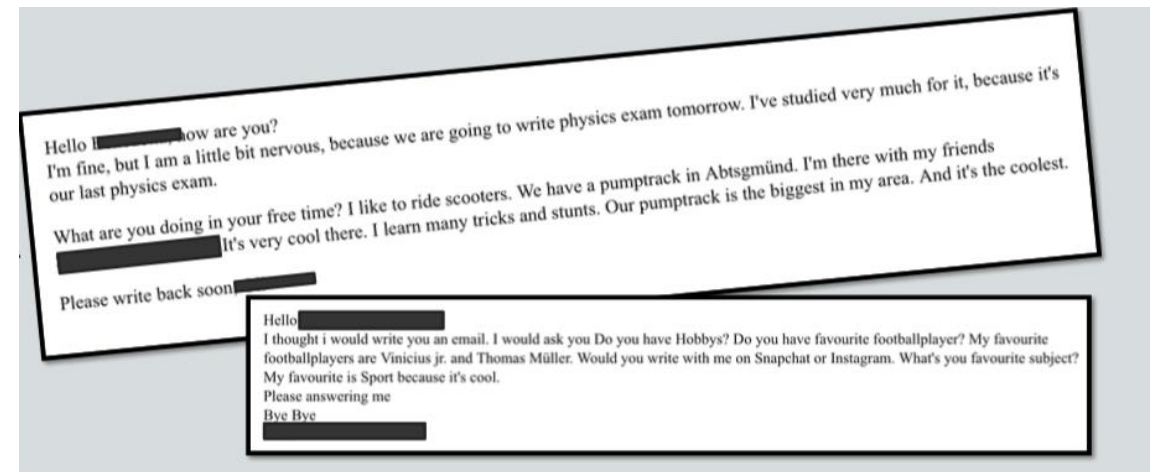
4 EXAMPLES OF VIRTUAL EXCHANGES



SECONDARY SCHOOL (YEAR 7)

THIRD ACTIVITY

- Getting to know the partner
- **Flip:** Students answer their partner's question and make a little video.
- Students write at least two emails to their partners afterwards (school email address).



4 EXAMPLES OF VIRTUAL EXCHANGES



SECONDARY SCHOOL (YEAR 7)



FOURTH ACTIVITY

- Getting to know the partner
- Live session: Live conference and break-out sessions to get to know their partners.
- Students reflect on the virtual exchange afterwards.

Experience a virtual exchange from a learner's perspective!



DIFFERENT STEPS

- **Information exchange task (TaskCards):**
Introduce yourself & get to know your partner
- **Comparison & analysis task (Venn diagram):**
Compare your favourite vacation
- **Collaborative task (Excalidraw):**
Create your dream vacation
- **Reflection**

Experience a virtual exchange from a learner's perspective!



Information exchange task

1. Create your own profile

- Check your number on the **post-it**.
- **Introduce** yourself (name, age, country, profession, hobbies, family, pets ...).
- Name the **languages** you speak.
- Include **3 words** in your first language (or another language of your choice) that describe you well.
- Describe your **favourite vacation** so far.
- You can add personal **photos** if you wish (e.g. from your own device or pixabay.com).

Time: ~5 min

Experience a virtual exchange from a learner's perspective!



Information exchange task



Time: ~5 min

Experience a virtual exchange from a learner's perspective!



Information exchange task

2. Get to know your partner

- Read your partner's profile.
- Write down **two questions** you would like to ask **about their favourite vacation** (add another box at the very bottom of their profile).

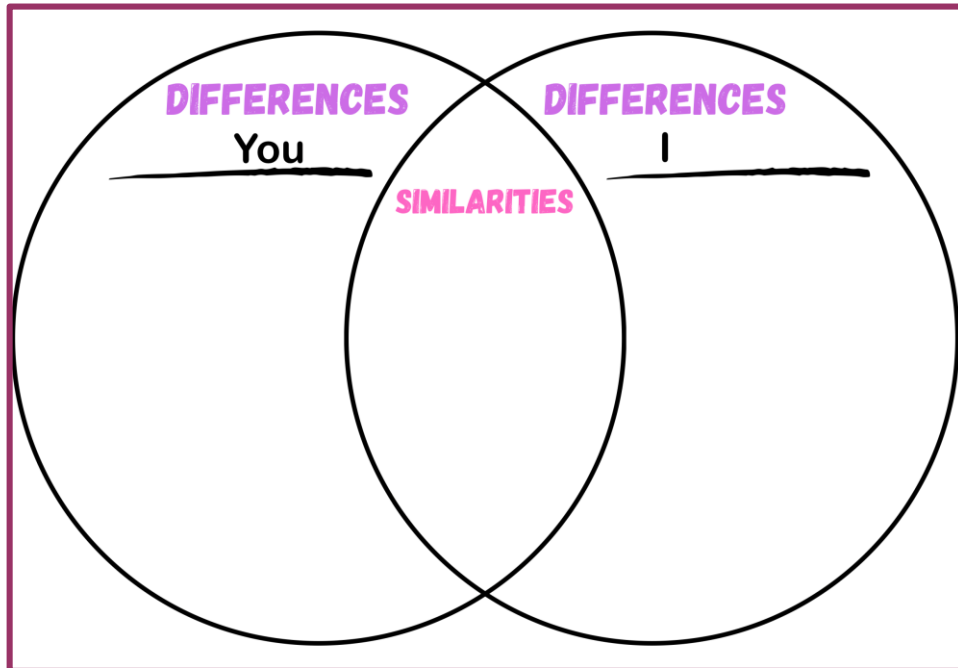
3. Answer your partner's questions

- Read your partner's questions about your favourite vacation.
- Answer the questions by adding a **video** below.

Time: ~10 min



Experience a virtual exchange from a learner's perspective!



Comparison & analysis task

4. Fill in the worksheet

- Read your partner's information about their favourite vacation.
- What are the differences and similarities between your favourite vacations?
- Fill in the worksheet (Venn diagram).

Time: ~6 min



Experience a virtual exchange from a learner's perspective!

5. Create your dream vacation

- Sit next to your partner and talk about your dream vacation.
- Create your dream vacation together on **Excalidraw** (access provided below).
- Follow these **guiding questions**:
 1. **Where do you want to go?** *We want to go to ...*
 2. **What time of the year do you want to go there (spring, summer, fall, winter)?** *We want to go in ...*
 3. **How do you get there?** *We get there by ...*
 4. **What do you want to do there?** *We want to ...*

Collaborative task

- Create your dream vacation with **Excalidraw**.
 - » You can access Excalidraw via TaskCards.
 - » **Time: ~15 min**
- If you do this with your actual class ...
 - » Remember to **provide support for your students** (depending on your language learning goals).
 - » During a real virtual exchange, your students would collaborate online (e.g. breakout room in Zoom).

- Do you want your students to create their dream vacation, but you do not have a partner class for a virtual exchange?

» Use our worksheet: **Dream adventure**

TECHNOLOGIES CONCERNED

- Digital devices with access to the internet
- Padlet or TaskCards
- Online dictionaries

SUBJECTS CONCERNED

English

OBJECTIVES OF THE ACTIVITY

The aim of this activity is threefold:

- 1) Students develop their digital competences by searching online for information about a country, using online dictionaries and creating multimodal digital presentations.
- 2) Students develop their English competences by writing sentences using the chunk “We would like to ...”.
- 3) Students develop their plurilingual competences as they translate the contents of (a) website(s) into English and look for the translation of key words/phrases.

- Check out our website for further **ready-to-use materials**:

» <https://templateplurilingualism.eu/ready-to-use/>





“ *It is often in the classroom, in the related activities before and after the online interaction, that intercultural learning takes place. Studies show that learners need the guidance and informed insight of their teachers to create, interpret, and respond to messages, blog posts, and video-recordings during the exchanges. It is in the **classroom analysis** of this authentic communication that cultural ‘rich points’ emerge and the skills of intercultural interaction ... can be honed.*

O’Dowd & Dooly, 2020, p. 370



Reflection

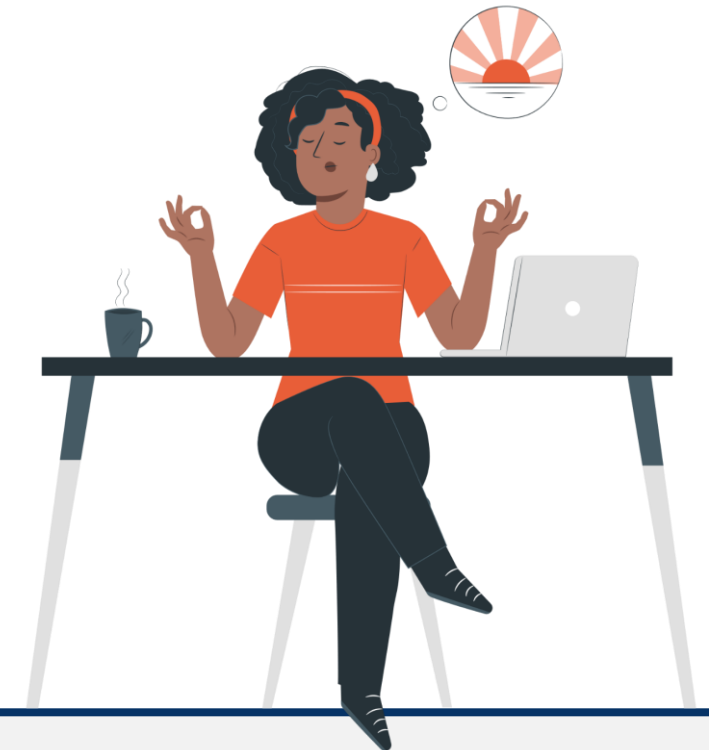
- What have you learned from this project?
- Did you face any challenges?
- Did you manage to overcome these challenges? Why (not)?
- Which task did you enjoy most and why?

“ [Telecollaboration] needs to avoid unfounded expectations that the activity will have magical transformative effects on students’ linguistic skills and intercultural awareness. We would argue that *intercultural learning is a lifelong process* and is not something which can be achieved through one particular learning experience.

O’Dowd & Dooly, 2020, p. 370

Planning and implementing a virtual exchange is a challenging task, so make sure ...

- not to place too high expectations on yourself/your class,
- allow yourself to learn and grow in the process,
- and, most importantly, enjoy the experience!



7 QUESTIONS



Danke!

Gràcies!

Teşekkürler!

Dziękuję!

¡Gracias!

Thank you for your attention!

Спасибо!

Merci!

Хвала!

Grazie!

Mulțumesc!



Council of Europe. (2020). *Common European framework of reference for languages: Learning, teaching, assessment - Companion volume*. Council of Europe. rm.coe.int/16809ea0d4

O'Dowd, R. (2018). From telecollaboration to virtual exchange: state-of-the-art and the role of UNCollaboration in moving forward. *Journal of Virtual Exchange*, 1, 1-23.
<https://doi.org/10.14705/rpnet.2018.jve.1>

O'Dowd, R., & Dooly, M. (2020). Intercultural communicative competence development through telecollaboration and virtual exchange. In J. Jackson (Ed.), *The Routledge handbook of language and intercultural communication* (pp. 361-375). Routledge.

O'Dowd, R., & Waire, P. (2009). Critical issues in telecollaborative task design. *Computer Assisted Language Learning*, 22(2), 173-188. <https://doi.org/10.1080/09588220902778369>

Pictures are from <https://storyset.com/> and www.itilt2.eu



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TECHNOLOGY - PLURILINGUALISM - TEACHING

TEchnology-Mediated PLurilingual Activities for (language) Teacher Education

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